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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXI 114452 SAN FRANCISCO, JANUARY, 1916 No. 1

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco. April 17-20.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

The Principals' Convention

I went to Fresno December 20 to attend the first convention of high school principals. It was a noteworthy educational event, an historic one. The sessions were appropriately held in the high school, they continued for three days, and they were presided over by Commissioner Wood of the State educational office. His opening address was a classic, covering the whole high school situation of the high school of the present. This function was authorized by the last legislature. The expenses of each principal are paid by his own school. It was attended by over 300 persons. There are 268 principals in the State, and 12 night school principals. In addition to them there were perhaps a dozen supervising principals, county superintendents and other school people. Six of the principals were women — Mrs. Shute of Esparto, Mrs. Knudson of Laton, Mrs. Galvin of Danville, Mrs. Ingham of San Fernando, Miss Michaels of Taft and Miss Ludwig of San Pedro.

The State Board of Education was represented by M. B. Harris, of Fresno, and C. A. Whitmore of Visalia. The meeting was universally conceded to be a highly enthusiastic, eager and successful one. Its newness helped it. Its members considered it a great privilege, as it surely was. The charm of novelty environed it. All went merry as a marriage bell, and its prospects for living happy ever after are rose colored, as far as we can see them.

Look a Little Out

Since principals are but human, however, it may be well to point out one or two things which may get in the way of the future success and usefulness of this convention.

The greatest danger is that the members may grow to regard it as a matter of course, like the air or the water, so commonplace as not to be noted; as a familiarity, gradually breeding contempt, rather than as a grand privilege, to be appreciated and prized every time.

These principals at home are important personages, accustomed to attention and leading part, especially in educational functions. Naturally it will not sit well on their stomachs to go to their own special convention and be ignored in the proceedings or given small parts to play. Each one knows his deserts and in spite of his Spartan face at keeping silent or singing small, his heart is sore—he goes home secretly unhappy. Yet, when 300 principals are in session for only twelve or fifteen hours, not all can have prominent or leading place, or indeed any place at all. It can't be done unless, indeed, the fellow who makes the program gives leading place to 275 of them by placing them upon the committee on resolutions. Even then, some are liable to be dissatisfied or hurt—no accounting for tastes, you know.

Again, there is danger that the principals of the larger, city high schools may get the idea that they are not profiting very much by the discussions and conferences of the great majority, the smaller toads from village and country puddles. They may grow critical, tired, restive, dissatisfied, a nucleus for floating particles to collect about.

Now it is entirely possible, nay more, it is entirely human and natural for some of these three causes to destroy the harmony and confidence and enthusiasm that make a convention great and useful.

Here's hoping all such possible stumbling blocks may be avoided, for many years to come.

Discussions Were Excellent

There were many able, brilliant, unusual papers and speeches—so many I can't mention all, so I hesitate to mention any. Indeed many I did not even hear.

One good one was by H. O. Williams of the Sacramento high school, advocating moral training. David Burcham of the Long Beach school, in discussing this question excited admiration by his plain talk on the tobacco question. He stated what everybody knows—that it is vain for a teacher who is himself a smoker to teach his boys the harm of cigarettes. The first thing for the teacher to do, if he would really approach the evil honestly, is to cut it out himself.

I talked with Mark Keppel about it afterward, and was surprised at his estimate of the number of smokers at the convention. He thought 250 out of the 300 were addicted to the weed—and Mark is a total abstainer himself. It is my notion that not more than one-fourth of the principals smoke and that many of those who do are not habitual but occasional smokers. They join in when they're out where the other fellows smoke, for good fellowship. So far as I could ascertain, none of the women teachers smoked at all, for good fellowship or otherwise.

The fraternities came in for universal execration, as usual. The State publication of text books was soundly berated, in the good old fashion. Dancing stirred up a heated discussion, with partisans on both sides. Debating teams and athletics were discussed with interest.

One Day's Outing

The convention took one afternoon off, to visit the Kearney Estate, ten miles out of Fresno. The kindly townspeople assembled with their automobiles in such numbers that everyone was carried at one trip. The estate, comprising several thousand acres, of rich level land, belongs to the University of California—and thereby hangs a tale, romantic, and stranger than fiction.

Many, many years ago an Irishman named Michael Theodore Kearney, with his roll of blankets on his back, came along to Fresno. He took a job as sheep herder. By and by he interested some capital in a land scheme, buying a great ranch, cutting it up and selling to settlers in great numbers, part cash, balance on time. Lean years came on, and Kearney foreclosed the

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A NEW PATRIOTISM

(By Henry Morse Stephens of the University of California)

Prof. Henry Morse Stephens, in an address in Washington, D. C., on Dec. 27th, gave a new angle to the historical viewpoint. Teachers will find much thought in the following lines. The philosophy of Prof. Stephens breaks down the boundary lines of local, State and national patriotism, and places humanity first. It is a great thought. It is the final word for peace. It is the final word against preparedness in the sense of the cultivation of the military spirit.—Editor.

Woe unto us, professional historians and teachers of history, if we cannot see, written in black, in the dying civilization of Europe, the dreadful results of exaggerated nationalism.

* * *

Hymns of hate are the inevitable outcome of national patriotism based upon national history.

* * *

Family blood feuds and vendettas are considered proofs of a backward civilization, but national hatreds are encouraged as manifestations of patriotism.

* * *

Just as fervent Christianity, based on dogmatic theology, led to a belief in the righteousness of slaying Mohammedans in the period of the Crusades, so a fervent belief in the doctrine of nationality has led to enmity between nations in the nineteenth century.

* * *

Historians had their share in creating the fervor of political and religious beliefs in the past; they have had their share also in creating the national fanaticism of the present.

* * *

The belief in the brotherhood of man; the idea of a common Christianity binding all Christian peoples together has never had a chance.

settlers with an iron hand, getting nearly all the land back. He planted great avenues of palms, and orchards, and vineyards. He went into the raisin business big. He was a veritable baron, with princely possessions on every hand.

Arrogant and Insolent

He had an arbitrary, arrogant, insolent temper, a harsh and haughty manner. He had no chick or child, no womankind, no kith or kin, but lived alone in his castle. His table was set with one chair. He communicated with his many workmen only through his foreman. His friends were few. His summers he spent somewhere in Europe—no one knew where. He departed alone and returned by himself. Once he was dangerously ill on his return trip. When he arrived at the ranch one of his men, who had worked there for years, ventured to say, "Mr. Kearney, I hope you are feeling better." Kearney gave no reply, but to his foreman he said imperiously, "Discharge that man at once." And it was done.

Yet, for all his cussedness, Kearney was a man of ability. He organized the raisin growers and packers, and for years dominated them, bullied them. He was a good manager, a shrewd financier. He was continually at outs with the newspapers, particularly the Fresno "Republican," which used to goad him to madness by referring to him familiarly as "Mike," when he always called himself "M. Theodore." He never showed the slightest interest in education or any other State activity. He had no commerce with any university or college. He broke ground for a grand baronial residence in the midst of a magnificent park of semi-tropic beauty, adorned by every tree and plant and shrub that money could buy.

The Curtain Falls

Suddenly he died—on the sea, far away, among strangers, during one of his summer trips to foreign shores.

To everyone's surprise, his will gave the whole of his accumulated wealth, lands and crops and orchards and buildings and gold—to the State University! The State University, one of the regents of which was his old enemy on the "Republican"! And the State University has it to this day and administers it and enjoys its income.

What strange romance lies back of this fragmentary tale? Who was he, where did he come from? What passions and loves and hates did he conceal? Was it the tragedy of a lonesome life?

Unusual Publicity

The "Christian Science Monitor," a large and important newspaper published in Boston, Mass., had a long article in its current issue giving an account of the teachers' retirement salaries in California. It went into great detail, giving the names of all persons retired, their residences, and terms of service, together with the amount of money drawn by each per year.

The obvious inference is that our California scheme for retiring teachers is of great and widespread interest in all parts of the United States. Otherwise a paper published so far away as Boston would not give so much space and go into such extraordinary detail about it. Indeed, it is a nation-wide wonder, to be paying our old teachers real money after they have completed their thirty year terms, real money at the rate of $500 per year!

But remember: eternal vigilance is the price of liberty, in this matter as in everything else. We are not out of the woods yet. There are those who would divert our sources of revenue to other purposes. There are those who would loosen "penurious" safeguards so as to admit more and yet more to that magic list, the retirement salary fund record. We must pull every string tight and be vigilant for a dozen years more before the enterprise is on a safe or permanent basis. Don't forget.

For Grammar School Teachers

Do you remember that a year ago a thousand teachers were given copies of a Trial Speller by Miss Anne Nicholson, with the request that you try them in your classes and return them at the end of a year, with your judgment of them as a basis for the regular State text book in spelling? They were interleaved with blank pages, so that every teacher could jot down the things that occurred to him day by day—the difficulties, criticisms, inconsistencies that appear, the suggestions, additions, amplifications that come to mind. It was the idea that these copies, after a year of study and use in this way by the teachers of the State, would be of rare interest and value, and that they would show clearly whether or not it would be possible to construct a speller that would embody the desires and the sober judgment of the teaching body of California after ample opportunity for actual trial and investigation in the school room.

Now, the proof of a pudding is in the eating. The State Board of Education at its last meeting instructed the secretary to call in the Trial Spellers, with a view to digesting the results and tabulating them so that he who runs may read.

Therefore, will every one who received one of those Trial Spellers be kind enough within the next two weeks to discharge her obligation by sending in to this office either the book itself or a letter expressing her sentiments? The real difference between this and other spellers is that it contains a very small list of words, chosen from the writing vocabulary. It undertakes to give only the words that children will need to write. Now what the board really wants to know is your answer to some such questions as these: Do you prefer a book thus restricted rather than the regular text book, such for instance as the one we now use? Do you think this Trial Speller, with minor modifications, would be acceptable and desirable as the regular text? If so, what changes would you urge.

Wedding in the Family

'Tis not often I can chronicle a wedding in our official family. Three times before, in fact, in the nine years I have been on the job. This time it was Miss Margaret Schallenberger, the elementary commissioner, who married Mr. John McNaught, a writer and a newspaper man. The ceremony took place at the old Schallenberger home three miles from San Jose on October 30. I was there officially to give the sanction of the State to the event, so I can tell you all about it. There were about fifty guests—first, the old neighbors and friends, second, the bride's former colleagues on the faculty of the State Normal School, and third, her associates in the State educational department.

The neighbors were most interesting and delightful people. The rich body of land at the very head of San Francisco Bay was settled by a lot of people who crossed the plains in the 50's and who had the whole State to choose from. Here they raised grain and vegetables and fruit for the Argonauts and lived comfortable and prosperous lives. They educated their families and became an intelligent people, loyal to each other and appreciative of good things. Among these old families was the Schallenbergers, with a beautiful place on Coyote Creek. The place is there still, a splendid dairy farm, with huge primeval sycamore trees scattered about and all kinds of cultivated trees and shrubs and flowers growing in luxuriance of verdure and bloom. The sons of the family have scattered and gone. The elder daughter years ago married T. S. Montgomery, a prosperous young business man of San Jose, now president of the Garden City Bank, and lives in peace with children and grandchildren about her. The two younger girls took to education, and attained distinction. Frances is a teacher of Latin in the San Jose high school, and Margaret is the Commissioner of Elementary Schools. Frances now runs the ranch, assisted by a young man from the Davis Farm School as foreman, a housekeeper, and a swarm of milkers and farmers to do the work.

The Ceremony Itself

The wedding ceremony took place in the parlor of the old homestead at noon. It was conducted by two Episcopal clergymen, in their white robes. The bride was given away by her brother-in-law, Mr. Montgomery. After proper congratulations and felicitations, the whole company went out on the wide porches to the wedding feast. This was a beautiful scene, exactly ordered and in correct taste. The porch was roofed with great beams and clustering vines, and walled in by banks of lovely flowers and smilax growing there. The most exquisite music I ever heard stole round the corner. Everything was just right. The meal was fine. My memory was a little hazy by that time, but I recall a nice salad with a red cherry on top, a toothsome plate of cold turkey with

(Advertisement)

BIDS WANTED FOR TEXTBOOK IN CIVIL GOVERNMENT

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California a textbook in citizenship for use in the seventh and eighth grades of the elementary schools.

Manuscript or a sample book of the above should be submitted to the Secretary of the Board, at his office in Room 706, Forum Building, Sacramento, on or before March 6, 1916.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in citizenship," may be submitted on or before the hour of 4 o'clock p. m. of March 6, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.
EDWARD HYATT, Secretary.

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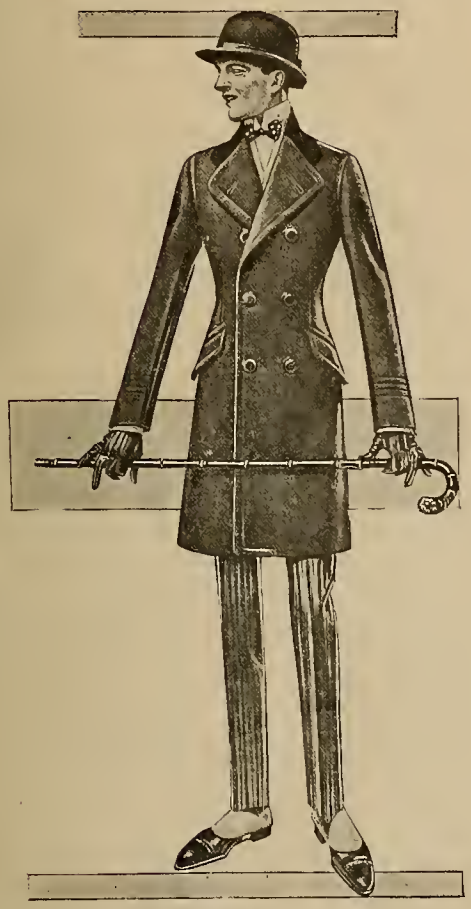
cranberry sauce, mashed potatoes and green peas, and striped ice cream for dessert.

President M. E. Dailey of San Jose, acted as toastmaster, and he took greatest delight in calling on all and sundry for a speech while he sat back and laughed till he was sore. Some of the wittiest and most interesting little talks I ever heard were given. Among the brightest were those by Judge Langdon, Mr. Montgomery, Nicholas Bouden, Miss Royce, Mrs. George and Mr. Stone. Both the bride and groom are famous after dinner speakers, but neither spoke a word at this, their own great event. At four o'clock in the afternoon everybody scattered to their homes and the event was over.



Keep it For Ten Years

Talk about the absurdities of women's attire! The sterner sex are just as bad. To prove it, here is a picture clipped from the advertising columns of the Saturday Evening Post for November 15th, 1915, announcing the very latest up-to-the-minute style of a great clothing house.

Observe the pipe stem legs, the wasp-waist, the swagger cane, the delicately gloved fingers, the extinguisher hat, and all that! Notice the weak face, the general air of artificiality, inefficiency. He hasn't even sense enough to keep his mouth shut. What could such a critter do in the world? Of what use is he to the world?

Save this picture for ten years and then look at it. The Grecian bend and the hoop skirt and the French heels will not seem so bad after all. The unfortunate thing about the matter is that this weak bunch of pictured artificiality spread before a million people every day tends to form the public ideal of what a man should be.

SCHOOL STATISTICS

Job Wood, Jr., the eminent authority on educational statistics in connection with the office of Superintendent of Public Instruction, has sent us some interesting figures and comparisons.

There are 442 kindergarten teachers in the State, and 16,369 pupils. A gain of 87 teachers, and 3,399 pupils over 1914.

In the elementary schools there are 3,452 districts, 4,603 school buildings, and 13,969 school teachers, and 415,792 school children. The total receipts were $26,991,307.58. The total expense for salaries, $12,062,538.24. Current expense, $4,627,254.14. Sites and buildings, $5,417,941.88. Books and apparatus, $153,404.48. Grand total, $21,661,138.74.

The expenditure has gained for elementary schools since 1910, 58 per cent, and school property has increased 60 per cent.

There are 265 high schools, 3,383 teachers, an increase since 1910 of 87 per cent, and a grand total of 76,429 pupils enrolled.

The enrollment in the high schools since 1910 has gained 37,314 or 95 per cent.

The graduates have gained since 1910, boys 1,805 or 105 per cent; girls 2,324 or 97 per cent. During the last year the graduates on the enrollment in the fourth year showed 86.5 per cent for boys and 84 per cent for the girls.

A very great falling off is noted from the first to the second year. Much of this is the result of pupils entering in January and being counted in the first year for that year and again the next term. How much of this there is we have not the correct data to give out. Then many pupils drop out as the result of the different methods in the high schools from those in the grammar schools. Many of the pupils are at that rapid growing age when they are not able to work or study to advantage. Many of them need sympathy and care more than they need hard work, unless that hard work were out in the field or open air. They must have time to grow.

But many of the teachers are thinking more of the subject that she or he is teaching and are very anxious to have the pupils make a good record.

The pupil is the better for making a good record as he is able to discover his own ability, but at this age the large overgrown boys or girls cannot do the abstract work to advantage. The result is the leaving school and crowding the over-crowded labor marts.

The elementary schools are holding the pupils much better than in the past. The enrollment for the State has gained 29 per cent while the graduates—boys—have gained 66 per cent and girls 47 per cent. This gain began after the change of the law apportioning money on the teacher basis made up on the attendance. The school officers are anxious to hold the pupils as they bring money to the school. This fact was the mainspring behind the new county high school tax law. A pupil in most instances will be worth $60 of county money and $15 of high school from the State. This means that each pupil held in the school will bring to the school about $75. A teacher will need to drop about ten or twelve pupils in order to lose the school enough money to pay her salary for the year. The school is maintained for the purpose of training boys and girls and not for the real purpose of teaching subjects. The teacher who can not hold her pupils in her class by the excellent work she does and the sympathy she shows will find at the close of the year not enough money in the treasury to pay her for another year. The result will be that she or he will move on.

This new law is a premium on the work a teacher can do to hold the pupils in school. It is a premium on the course of study that will give the pupils the subjects they want for the life they have selected. With a course of study selected with this thought in view and a faculty selected for their ability to manage the pupils to advantage a high school has a field of influence that can not be found in any other school.

Both the eelmentary and the high schools have shown a wonderful gain in the matter of holding pupils in school. No such history of good work done can be shown at any time during the time the public schools have been caring for the children in this State.

* * *

El Paso, Texas, has adopted the Gary system in its public schools.

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Southern California Section

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Los Angeles Office
443 Wesley Roberts Bldg., Third and Main Sts.

DEPARTMENT CONTRIBUTORS
Editorial .....Herbert F. Clark
News and Views.....Ford M. Jack
Ten Minutes for Recess.....Lane Doyle
From a School Room Window. Earl E. Hitchcock

Editorial

PURPOSE DEFINED

(Herbert F. Clark)

It is my purpose in this department to bring the newspaper editorial attitude into the educational field, and to discuss in a frank open way current educational problems. Whatever I say is the result of eighteen years' teaching experience, beginning in a primary department and extending through a high school principalship and superintendency, and from there as a critic teacher and a supervising principalship in connection with a State Normal School. My California experience has consisted of a five-years' supervising principalship and five-years' teaching truants and so-called incorrigibles in the great city of Los Angeles. In this variety of experience I have seen the problem of education from almost every angle, and have learned to know what it means to love a cause with a zeal that borders passion. It is my purpose to discuss educational issues frankly and openly, without bias, and without fear or favor. What I say today is colored by my experiences of today. If, on the morrow I shall see things from another angle I pray for courage to express them as I see them then. I may be mistaken in my view, but I hope I may not be uncertain. My own personal individual salvation depends on my living today as best I can, in saying today the truth as I see it, and in using the experiences of today as a basis for future progress. I want to see a greater democracy in school administration. I want to see greater justice done little children and the mass of good men and women who are struggling with vital issues in the class room. I want to see greater publicity in school affairs, believing that secrecy creates dissension and knowledge inspires confidence. I want to see courage, frankness and freedom obtain where now fear, humility and fetters prevail. These conditions can never be brought about until every teacher, no matter what position she occupies, be given an active voice in determining the conditions under which she labors. The laissez faire doctrine has no place on a teaching force. It was James Russell Lowell who said:

"They are slaves who will not choose
Hatred, scoffing and abuse,
Rather than in silence shrink,
From the truth they needs must think."

School Boards' Appointment vs. Superintendent's Recommendation

No apology is due for discussing Boards of Education and the superintendency of city schools. New books are constantly coming from the press on the subject. It is a theme at the teachers' institutes and conventions throughout the country. The subject is a live issue. There is a feeling abroad that school systems need reorganizing throughout, giving a greater degree of justice, greater democracy in the hope of obtaining greater efficiency.

Los Angeles has furnished recently a test case of tremendous moment in the school world. The following discussion centers around four main points of view, viz: case facts as basis, school board's point of view, superintendent's point of view, constructive discussion and pertinent suggestions. Since the issue is purely an educational one, personalities will be avoided and an attempt will be made to indicate an educational benefit derived from this particular case.

Case Facts

The facts of this case can be expressed in a very few words. A new high school was to be opened, involving the selection of a new principal and a corps of teachers to manage it. The Teachers and Schools Committee after a very extensive investigation for available material decided to appoint a man, Mr. Chas. B. Moore, who did not have the approval of the superintendent's office. When the matter came before the Board of Education for final decision a thorough discussion took place including the view of the superintendent, John H. Francis. A vote was taken, standing 5 to 2 in favor of the report of the Teachers and Schools Committee.

The following day the Los Angeles Express gave a long quotation from J. H. Bean, one of the minority members, in which he expressed his views of the matter. The Los Angeles Herald quoted John H. Francis, as charging the board with planning "To break down merit system in schools," and declaring "Political system may over ride superintendent's in work." The published quotations of these two men together with the oral discussion and written report of the Teachers and Schools Committee, furnish an excellent basis for a frank discussion of the educational issues involved.

Board's View Point

The following report submitted to the board as a whole by the Teachers and Schools Committee represents clearly the majority members' point of view. Mrs. R. J. Waters, chairman, prefaced this with an oral statement as to the thoroughness of the investigation:

Los Angeles, Cal., Dec. 30, 1915.

To the High School Board:—

Mrs. Waters and Gentlemen:—Your Teachers and Schools Committee has long had under serious consideration the selection and appointment of a principal for the Franklin High School. Seven candidates applied in writing for this office. Your committee considered the qualifications of all candidates and interviewed them personally; but your committee did not confine its consideration to these seven alone, but considered the entire teaching force, and was guided in the deliberations by the following considerations in the order named: (1) The recommendation of the superintendents in conference; (2) The personality and character of the candidate; (3) His preparation; (4) His scholarship and merit; (5) His length of service and success in the school department of this city; (6) His experience and success elsewhere; (7) His marked fitness for the work to be done; (8) The needs of the district to be served by the Franklin High School; (9) The wishes of the district to be served by the Franklin High School, as expressed in public mass meetings and in writings filed with this board.

Your committee unanimously recommends as a result of these considerations that Mr. Charles B. Moore, a teacher in the Polytechnic High School, be appointed principal of the Franklin High School.

In Mr. Bean's quotation in the "Express" as above indicated, he maintained that the

(Continued on page 7)

Ten Minutes for Recess

We have had a great disappointment. At considerable expense we wrote a letter to Hon. M. T. Hedd, B. I. (Bachelor of Ignorance); D. T. (Doctor of Twaddle); B. V. D. (Bachelor of Verbose Declamation). We wished to secure the services of Hon. M. T. Hedd, B. I., D. T., and B. V. D., in connection with this masterful and fearless column.

Mr. Hedd has received many other degrees, including the Third Degree, which he received twice. Mr. Hedd has held a chair, sometimes a stool, in the justly celebrated Cowlick College at Jigton, 'Lasses County, Louisiana, for many years. With an encyclopedia handy, Mr. Hedd can write ably on any subject. Verbosity and redundancy are second nature to this gifted man. He is also a master of hyperbolic speech.

To this man whom we have eulogized, we offered a splendid position. Alas! It was not to be! He had already agreed to contribute to that school magazine of virility and marvelous variety—The Sierra Educational News. Stifling our feeling of envy, we wish unbounded success upon M. T. Hedd, B. I., D. T. and B. V. D., in his new work.

* * *

The above gentleman, M. T. Hedd, has written an educational pamphlet which all teachers should read. The title of the article is: "The Almost Indiscernible Relation Between Teachers and Work."

* * *

Joke Number One

(One you have always liked. This story illustrates the attitude of fond parents toward their brilliant children attending school.)

The military company was marching valiantly down the street. Bombs, cheers, music, brass bands, rockets and oratory were bursting the atmosphere to fragments. Eager parents peered at the stalwart line of militiamen who were drilling to celebrate the Fourth of July.

An old lady watched her boy proudly for a moment. She smiled with satisfaction, saying to her neighbor:

"Look! All them soldiers marchin', and my boy Horace is the only one in step!"

* * *

Letters to This Column

This section is under the supervision of Miss May B. Wright, who answers questions on household scraps, agriculture, astronomy, war, physical culture, education, etc.

Duston, Cal.

Miss Wright:—

I am secretary of the school trusties in Yallerjackit Dist. at election we voted $37.50 school bonds to build a schoolhouse. I got a boy to send to school, but we cant start untill we git enuf more for a regler districk. Do you know where we can git a teecher with ten children to come here so we can start?

Resp. O. B.

Mr. O. B.:—Thousands of people read this column. Perchance one of them will help you.

* * *

Dear Miss Wright:—

My nine year old Clarence is in the Fourth Grade. He is really so much smarter than the others that I desire to have him put in the Seventh Grade immediately. The teacher, who is a narrow and stubborn person, refuses to put my Clarence where he belongs. Should I go to the City Board of Education and have them vote on it, or should I appeal to the State Superintendent? Mrs. Oliphant O'Blivyon.

Mrs. Oliphant O'Blivyon:—Put a wreath around Clarence's head and put him in cold storage.

* * *

Miss May B. Wright:—

I am a young man of twenty-six years. I am in love with the daughter of the janitor of the building where I am a teacher. She loves me, but her father doesn't. He says that I can not give her the luxuries she is used to, because he gets $140 a month and I get only $84.20. It is true, but I am determined to win her. What shall I do?

Yours, R. B.

P. S.—If I just had a night school job, I could almost make a living.

R. B.

Mr. R. B.:—Take a correspondence course in janitoring and get a job.

(Continued on page 9)

News and Views

Proposed Los Angeles Charter and the Board of Education

Concluding a series of forty meetings, the Los Angeles City Board of Freeholders will authorize the submission of a new charter to the voters of the city on June 2, 1916. In their plan of education on this plan for the city's government, Seward W. Simons, secretary of the board, has submitted to the Western Journal of Education the educational division of the charter. This section is largely the work of the committee on education, R. W. Heflinger and C. E. Locke.

While the proposed charter is a disappointment to many students of American Municipal Government, the section devoted to education is presented here because it is felt that many school people will be interested:

PROPOSED CITY CHARTER OF LOS ANGELES
ARTICLE XXIII
Department of Education

Section 181. The government of the school department of the city of Los Angeles shall be vested in a Board of Education, to consist of seven members, to be elected as in the charter provided and to be called members of the Board of Education; provided that at the general election in 1917, seven members of the Board of Education shall be elected, the three candidates receiving the highest number of votes shall be thereby elected for a term of four years; and the four candidates receiving the fourth, fifth, sixth and seventh highest number of votes, respectively, shall be elected for a term of two years. Thereafter at each biennial election the three candidates receiving the highest number of votes shall be elected for four years and the next highest candidates shall be elected for two years.

Section 182. Each member of the Board of Education shall receive in full compensation for all services of every kind rendered the sum of fifty dollars per calendar month; the same to be paid out of the special fund of the Los Angeles city school district.

Section 183. The Board of Education shall elect one of their number president. The board shall have power by resolution adopted by the vote of four or more members and recorded in the minutes with the ayes and noes at length, to make rules and regulations for its proceedings, for the government and administration of the Department of Education, and for the regulation and conduct of all officers, teachers and other employees of said department.

Section 184. The Board of Education shall hold regular meetings at least once every two weeks, and special meetings as the board in its rules may prescribe. Four members of said board shall constitute a quorum for the transaction of all business, but a smaller number may adjourn from time to time until a quorum is secured.

Section 185. All meetings of the Board of Education shall be public, and its records shall be open to public inspection.

Section 186. The Board of Education by four or more votes shall fill any vacancy occurring in its membership; provided that if they fail so to do within thirty days after said vacancy occurs, then and in that event the county superintendent of schools shall appoint to and fill said vacancy. Said appointee shall hold office until a regular municipal election, and until his successor is elected and qualified.

Section 187. The Board of Education shall have power:

(1) To establish and maintain public schools including high schools, night schools, intermediate schools and such other schools as the board may decide; to change, consolidate, and discontinue the same, and to establish districts for such schools and to fix and alter the boundaries thereof.

(2) To establish and regulate the grade of schools, and determine what text books and courses of study and modes of instruction shall be used in said schools.

(3) To grade, pave, sewer and otherwise improve streets and other public places fronting upon any real property owned or controlled by said Department of Education, and to appropriate money to pay the cost and expenses of such improvements, whether made by said board, or under contracts executed by the board or under contracts made in pursuance of the general laws of the State respecting street improvements.

(4) To have and exercise entire control and management of the public schools of the city of accordance with the constitution and general laws of the State and the provisions of this charter, and said board is hereby vested with all the powers and charged with all the duties provided by this charter and also by the general laws of the State for city boards of education.

(5) No demand payable out of the school fund shall be approved or paid unless the same be first approved by the affirmative vote of four members, taken by the ayes and noes and spread upon the minutes, and the action of said board on such demand shall be endorsed thereon and signed by the president and the secretary thereof, provided that nothing in this section shall be deemed to prohibit the Board of Education from causing a payroll to be made out of all persons employed by said board during the preceding month, stating the amount of compensation of such persons in detail, which said payroll shall be certified as herein provided in the case of demands payable out of the school fund.

Section 188. The city school superintendent shall be appointed by the Board of Education for a term of four years, subject to removal for cause only after a public hearing before the board.

Section 189. The city superintendent shall in person, or through his deputy or assistant superintendents, attend the sessions of the board; shall sign all report of committees dealing with the election, assignment, promotion, demotion and dismissal of teachers, and in case he does not sign such report he shall submit to the Board of Education in writing his objections thereto; shall recommend such measures as he may deem advisable for the advancement of education in the city; shall make an annual report, and perform such other duties as the Board of Education may prescribe.

Section 190. No residence qualifications shall be required of any superintendent, deputy or assistant superintendent, principal, teacher or other employee of said Department of Education.

Section 191. No discrimination on account of sex or marriage shall be made against any superintendent, deputy or assistant superintendent, principal, teacher or other employee of the Department of Education.

Section 192. All persons legally qualified as teachers in the State of California shall be deemed eligible to make application for employment to the Board of Education. The board shall provide a bureau for receiving applications, provided that no application shall be received through any paid employment agency.

Section 193. The Board of Education shall establish and maintain a fair and equitable system or merit for the appointment, promotion, demotion, and discharge of all teachers in the city schools, including all deputy and assistant superintendents, principals and all other attaches and employees of said Department of Education, except the city school superintendent.

* * *

The Teaching of Temperance and Prohibition

With a battle cry of "California Dry in 1918 and 1920" sufficient names were filed in at Sacramento in the initiative petitions for prohibition to secure a place for both measures on the ballot for a vote in November. As before over seventy-five per cent of the names were from Southern California and teachers' names were well represented on the list filed. The steady movement for prohibition is sweeping through Southern California on the grounds of self-defense and through the North as a result of an educative process that was founded in the lessons of temperance that teachers have been by law compelled to put in the school program. Woman suffrage has helped throughout the Western States and is expected to help in California, but too much credit cannot be given, no matter whether the vote is lost or won, to the teachers of this generation who have steadily taught to the new voters of today that alcoholism is bad physiologically.

(Continued on page 12)

From the School Window

GIVE CREDIT

The Chicago teachers! In a world of cynicism and of business pressure, for one doughty achievement at least they deserve eternal bays. We may differ as we will about the rest of it.

There is an article by George Creel in "Harper's Weekly" for June 19, 1915, which gives the gist of it—among other matters which greatly concerned the same teachers. Let us hasten to give honors before the whole affair is quite swept up into "history's storied urn."

"In 1897," Mr. Creel states, "the five thousand or more school teachers in Chicago were receiving practically the same salary schedule that had been put in force in 1877."

This consisted of salaries ranging from $500 in the first year to $825 in the seventh year.

"As if these wages did not constitute a sufficiently thrifty bargain," Mr. Creel continues, "graduates of normal schools were compelled to serve as 'cadets' without salary from one to three years before appointment as teachers."

"Foster-parents of the republic, these," he adds, "yet after ten years of experience in the trying work of training the minds of fifty children, a teacher was receiving less than the pettiest clerk or stenographer in the office of the Board of Education or the foreman in charge of its horse barns!"

"No money" was the excuse made in regard to the situation; but a chance remark, let drop in "casual gossip" apprised the teachers of the fact "that some of the school moneys were presumed to be derived from taxes on corporations, and that these corporations were not being assessed."

Investigation by the teachers disclosed the fact that the corporations had not filed their tax schedules for over thirteen years; nor had the assessors done so, as required by law in case of default; nor had the taxes ever been paid during that time.

The teachers went to ex-judge and ex-governor John P. Altgeld to ask about the idea of mandamus proceedings against the State Board of Equalization to compel it to levy these taxes honestly.

They were laughed at for their pains. "Do you know," Mr. Creel reports Altgeld as saying, "that when I was governor of the State I tried to get before that board to show sworn statements from every State auditor in the country to prove that the Pullman Company was evading its taxes in every State on the plea that it paid them in some other State, they refused me a hearing. No what can you do."

But the teachers obtained the information they were seeking; and from Mr. Altgeld they went to Mr. Graham Harris, president of the Board of Education. Him they told frankly what they knew and what they meant to do.

In the words of Mr. Creel, "Mr. Harris gasped and asked for a day or so to think it over, but when they returned, he told them to 'go ahead in the name of the children of Chicago. I have seen the corporation counsel, and I am tired of expedients and temporizing.' Even more, he gave Miss Haley and Miss Goggin leave of absence for a year without salary in order that they might attempt to do what the men of Chicago had never done."

(Continued on page 13)

The School Teachers' Page

Eliza D. Keith

Is Teaching Worth While?

Julia Marlowe says: "Any artistic career is worth just what you get out of it. The mere material regard is not to be considered at all. When one is devoted by predeliction or fortune to become a painter, or a writer or an actor, the satisfaction which comes with the successful accomplishment of the task itself is not to be compared with the money it may yield."

And in even a larger measure is this true about school teaching. It is not the salary—it is not the high or exalted position. It is not the authority; it is not the public recognition, nor even the richly deserved word of rightful praise. No; it is the joy in the work for the work's sake.

Beware of the Befogging Pronoun
Repeat the Substantive

Notice this paragraph about the air on page 17 of the Introductory Geography, California State Series, with the words to be emphasized in black-faced type:

"Since air can not be seen, people often forget that **it** really is something; but fire will not burn without **it**, and plants, animals and men must have **it** to breathe."

Now re-read the paragraph with the **it** eliminated, and substitute in lieu of the pronoun the antecedent of that pronoun.

"Since air can not be seen, people often forget that **air** really is something; but fire will not burn without **air**; and plants, animals and men must have **air** to breathe."

Now the revised sentence with its logical subject, air, in constant repetition, challenges attention as an **it** sentence never can attack the eye or the ear. Each part of the revised sentence carries a definite idea; but, while "men must have **it** to breathe" is grammatically correct, detach it from the rest of the sentence; let it stand alone—without what has preceded the **it** statement, and what does **it** mean—either the sentence,—"men must have **it** to breathe," or the **it** in the sentence?

It is too true that much of the teaching in a classroom falls upon in-attent ears.

If a pupil suddenly rouses himself to attention and hears the closing words "men must have **it** to breathe," that sentence means absolutely nothing, as far as conveying information is concerned. Let him catch the sentence in which the noun itself holds its own,—"men must have **air** to breathe," and he has a definite idea entering his brain.

The writers of text books must awaken to the fact that every page of the book, every line of the text must convey information, not be grammatical involutions or rhetorical cryptograms. Let the thought be so clear that the child must understand; let the thought so stand out that he who runs may read. That is why—

Thompson's Minimum Essentials

Are such a joy to me. Each word means something; each line is a definite and concise statement; it puts the idea over; it does not leave it hanging in the air.

All teachers who have given the Thompson Minimum Essentials even the most superficial trial, have found in these sheets the greatest aid to definite teaching. Let me tell you some of my experience with these "loose leaf" text books. I began using them in a 4-B grade, and have carried them with the same pupils promoted to the 5-A grade. Every pupil is provided with a heavy pasteboard portfolio, such as the drawing teacher exacts as part of her course. To each child I have given some Minimum Essentials in grammar, in arithmetic and in geography. Each child keeps these in the portfolio which lies upon the desk making an excellent desk pad on which to write.

In the arithmetic period at a word of direction the children take out any specified subject, turn to the designated number, A or B side—and with each child holding in his hand the same set of problems, it is easy to concentrate the attention of the entire class for oral work. Answers may be given in concert, or around the class, all are alert to answer correctly or to detect an error.

For written work, the sheets offer a well-nigh endless set of combinations, which either may be copied entirely or simply be used as problems, the answers to which may be written.

As for the geography papers, they are great!

The double sheets open, and lo, the child has before him the text, with the blank to be supplied to make the geographical statement, and the map on which he can find the answer. The maps must be seen to be appreciated. They are clear and bold in outline, strongly marked with mountains and rivers, and the system of numbering localities, features and special places makes it easy to direct the attention of an entire class to any given point which certainly is not the case with either the geographies or the maps now in use.

Another feature of these geography Minimum Essentials is the value of the maps as aids to map drawing. A sheet of onion skin paper, a couple of wire clips to hold onion skin sheet and map together, a clean pen and ink—in no time the child has a map of his own to color for political divisions, to mark for a product map, to fill out as a historical chart of discovery, settlement, wars or conquest, purchase or peaceful occupation.

The procession is well-nigh endless, for the time-saving both in labor and in overseeing and direction is so reduced.

As for teaching the zones, the Thompson Minimum Essentials have all the other schemes tied to the post.

Technical Drill in Grammar
Correct Forms in Language

In language the sheets are a great help. They afford opportunity for constant drill upon correct forms of speech, at the same time showing the child the error to be avoided, and for which the correct form is the alternative.

If I may presume to make a suggestion in regard to these grammar Minimum Essentials, it is that in future editions a red or black bar be printed across such solecisms as "aint" and "haint," to show that these words are never correct, and so distinguish this exercise of choosing between "aren't" and "aint"; from choosing between two words each good in its place—the choice being to fit the right word into the right place, and not as in the case of "aint" of discarding a word that has no standing at all.

These grammar leaflets may be used orally or they may furnish the text for copied sentences, thus emphasizing the correct form.

There are white sheets for written work, but I have written simply of the yellow sheets, to be kept as permanent part of the child's text book outfit. I live in hopes of seeing these Minimum Essentials of Thompson's adopted as a system of loose-leaf text books, thus doing away with the expense and annoyance of the free school text books—to say nothing of the unsafe, unsound and unsanitary features of accumulating libary of children's books.

Over thirty years ago, President Chabourne of William's College wrote:

"Small text books, containing only the essentials of the subjects treated of, only those parts that have life in them, that can not be eliminated without leaving the subject imperfect, are rare. It takes a brave man, and one merciless towards himself, to make a small, simple, but thorough text book. Such books we must have, if we use text books at all."

Pupils' Outlines for Home Study

Have we made much progress toward this end?

If you could have an outfit of the Pupils' Outlines for Home Study issued by the Jennings Publishing Company of Brooklyn, N. Y., in pamphlet form, at fifteen cents each, you would endorse them as the most practical of skeleton text books arranged as they are in display form of the chart rather than the solid paragraph. The contents of a page may be taken in at a glance, and in thus epitomizing the content of a lesson, these outlines afford the conscientious student a chance to master an assignment, and the arrangement also emphasizes, to the ordinary teacher, not gifted with the power of analysis or synthesis, what must be taught to make a connected whole.

What, to my mind, is most valuable in these outlines is the fact that if they are used diligently they will both direct and foster the habit of research in the student. Each line is a suggestion, each page full of points that may be expanded by recourse to reference books. Many times have I spoken of these outlines. They hold out such aid to an intelligent pupil, or an earnest teacher. If only they could be part of our supplementary text book library!

Larger Maps for School Geographies

Much emphasis has been laid upon the atlas feature of the new geography text.

The maps are to be separate from the text book, therefore maps are to be larger, and more distinct than heretofore, when the page of the book defined the size of the map.

Now let me make a suggestion. No better outside aid in studying the geography of the United States can be obtained than that afforded by a railroad map. To be sure one must have those of more than one road, but I ask you—why waste time in telling a child that Chicago is a trade center, when one glance at a railroad folder

map will show him the railroads rushing into a common center?

Commercial geography teaches itself if one starts with the basic principle that environment determines occupation, that at first, men work, that they eat, then they sell their surplus in order to purchase what they can not produce—; that the exchange of products introduces the subject of transportation, and the expense or difficulty of transportation stimulates the manufacture on the spot of the raw materials produced into the products desired.

There is the whole story in a nut shell. The tariff for production naturally developes itself as a subject; so does the labor question; so the right of every man to labor, to share in the results of his labor. Get a railroad map, you'll see it all there!

The maps, in pads of fifty, issued by the Jennings Publishing Co., cost but thirty-six cents a pad, and cover every section of the world. The railroad maps are available for the United States, but these Jennings maps place within reach of every child fine clear maps not otherwise available.

It is worth the while of any teacher to spend a little of her own money to bring up the average intelligence of her class, and to arouse an interest in outside things. It pays big dividends.

Words That Children Often Misspell

The following list of words was made up by Dr. W. F. Jones of South Dakota University, who conducted a rather comprehensive and very careful investigation of the material of English spelling. He named these words the "Spelling Demons of the English Language" because he found them to be frequently and persistently misspelled in all grades of the elementary school:

Always, among, any, again, answer.

Business, been, built, busy, believe, beginning, blue, break, buy.

Can't, country, could, color, choose coming.

Don't, does, done, dear.

Every, easy, early, enough.

Friend, February, forty.

Grammar, guess.

Half, having, hour, heard, here, hear.

Instead.

Just.

Knew, know.

Laid, lose, loose.

Many, meant, making, minute, much.

None.

Often, once.

Piece.

Ready, raise, road.

Straight, sugar, shoes, said, says, sure, since, some, seems, separate.

Their, there, Tuesday, two, too, trouble, tear, though, through, they, tonight, truly.

Used.

Very.

Which, where, women, write, writing, would, Wednesday, wear, whether, whole, won't, wrote, week.

In addition to the Jones list of words our children should be taught how to spell the names of our streets, using the city directory as a text book. The children should also learn how to spell the names of the cities of California, in fact all the names on the map of California, the names of the State's principal industries and products, in manual training, the names of the tools, of the various processes, of the materials, of the articles made, the same in the domestic science department, as for instance, the names of the utensils, the materials, ingredients, and the concoctions, or results of their labors. This would be sensible spelling.

How to Study

A Spelling Lesson

1. Read the words aloud.
2. Examine each word; cast out the known words.
3. Take up the unknown or difficult words, one at a time.
4. Examine each word; find its hard syllable.
5. Find out what makes that syllable hard.
6. Spell the word—
   (a) pronounce the word.
   (b) spell out the letters, pausing at the end of each syllable.
   (c) pronounce the word.
7. Write the word, naming each letter aloud as it is written.
8. Pronounce the word more than once, while gazing fixedly upon the word.

(Editorial, continued from page 4)

superintendents know best who should be promoted and that "If we are to be governed by the views of the teachers' committee, as in the case of Mr. Moore, then our staff of experts is all but useless and might as well be abolished." "If the rules are suspended," Mr. Bean goes on to say, "as was the case in the selection of Mr. Moore, it seems to me that the superintendent's hands are tied and all our efforts are in vain. Politicians could then over-ride the will and the recommendations of the superintendents, themselves obliged to qualify as experts in such matters, and every Tom, Dick and Harry in the State could aspire to a position of trust with a good chance of securing it through the medium of influence or 'pull' from outside sources."

Superintendent's View Point

Mr. Francis made a plea before the Board that the issue was not so much the relative merits of the two candidates, although he was strongly opposed to Mr. Moore, and in favor of Ralph C. Daniels, as it was to the suspension of the rules by the Board, adopted several years ago, giving the superintendent appointive power over the teaching force. In the published statement in the "Herald," mentioned above, he said: "This is a dangerous and an unprecedented thing to do. By such actions on the board's part the merit system built up in Los Angeles schools will be broken down and a political system substituted. It will result in two things; one, the discouragement of able, earnest teachers who are worthy of appointment to the more responsible positions, the other, the building up by the unworthy teachers of a political organization and personal following that they could bring before the board of education to secure promotions they did not deserve." He calls attention to an unwritten rule "That no one shall be appointed to the position of a high school principal until after he has taught two years in the city schools." "Yet," he says, "Mr. Moore has taught only one year." "The recommendation made by the superintendents was unanimous," he says, "and the school board in ignoring them overlooked the recommendations of those in the department who are closest in touch with the teachers and schools and most fitted to judge."

Constructive Discussion

We have quoted the above views at considerable length because they set forth so clearly two different notions concerning the appointment, classification and promotion of teachers. There is no question as to where the ultimate authority in California rests, for as the Los Angeles "Times" on January 4 in an editorial on "School Politics," says, "The engaging of new teachers, the promotion of old ones, the unfortunate derating of some, who shall be superintendents and who principals and vice

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principals are all matters wisely taken out of the teaching body by laws of the State. "The Boards of Education attend to this." The Times goes on to say, "and any interference with their functions is simply hampering them in their duties, helping to 'get them by the ears,' and hindering them from rendering the most efficient service possible to the schools." There is, therefore, no question where ultimate authority and responsibility rests. If the boards rescind that authority they do it at some risk, and with evident confidence that the delegation thereof to their subordinates will not be abused. It is their prerogative to recall that entrusted power at any time, and is no breach of official trust, so to do. On this point we commend the superintendent who has the courage to stand before a board of education and state clearly and without hesitation what he thinks should obtain under existing circumstances. He would be less than what he should be if he didn't. But we do question the wisdom and the loyalty of a superintendent, who, knowing the law, and the responsibilities Boards of Education assume, after having had his say before the Teachers and Schools Committee, and again before the Board as a whole, then comes out in the daily press and severely criticizes those in authority over him. It seems to us this is a breach of professional trust unworthy the position of superintendency of a great school system.

Concerning the merit system that Mr. Francis fears will be broken down, we must commend him again for his anxiety touching such a vital factor in school administration. We must confess, however, that the basis adopted by the Teachers and the Schools Committee is one worthy the consideration of school authorities through the country. They give first place to the recommendations of the superintendent's office, but they feel that they represent the teaching body as a whole, that they represent the city as a whole, that they should yield to some extent to local influence, in fact, should take into consideration all the factors in the problem and decide the issue on that basis. It might be said on this point that teachers prefer, generally, to be classified by an external body who have no personal interests at stake, rather than by a group of their own profession who may, or may not, possess better qualifications than they themselves have. It at least avoids the sting of humiliation, or the pride of advancement at the hands of professional co-workers. Some of us who have occupied similiar positions wonder why superintendents want the appointive power of teachers. Why not a superintendent follow Mr. Cubberley's suggestion as quoted in this Journal last month and "Learn to lead by reason of his superior knowledge and his contagious enthusiasm, rather than to drive by reason of his superior power?" What a tremendous influence a superintendent has, who can stand out before a body of teachers and feel absolutely free from all entangling alliances. What a freedom teachers would feel; what a comradeship would develop; what greater service would be rendered to children.

Concerning the "political organization" which both Mr. Bean and Mr. Francis fear, the danger might be serious, if past and present conditions didn't make their reference humorous. As we said in the October issue of this Journal, it all depends on what you mean by "politics." If it is simply a

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question of shifting the seat of political activity from the superintendent's office to the Board of Education rooms, most of the teachers would prefer, and the public might be benefited by the shift. So far as our knowledge goes all superintendents' conferences in Los Angeles are held during school hours, and behind closed doors. If we are mistaken in this we will make correction and apologize upon better information. The Los Angeles Board of Education holds two meetings each week, neither of them during school hours, and both of them wide open to teachers and citizens alike. What a tremendous significance the above statement bears.

Why not the superintendents hold their conferences outside of school hours, and in a room large enough to accommodate teachers and public? Secrecy is the bane of human institutions, and school people at least should shun it. We haven't much to fear from the game that is played in the open. It is the barred door that invites the raid of policemen.

Both Mr. Bean and Mr. Francis call attention to the short length of time Mr. Moore has served in the city schools, and this is a point well taken. Length of service should have considerable weight among candidates of equal ability. This fact Mrs. Waters acknowledged, but cited other cases as precedent, maintaining also that other considerations outweighed this. It is noted further from an item in the News and Views Column of this issue that although Mr. Moore had been connected with the city school system only a short time, yet his experience as principal of Occidental Academy for seven years in the same community in which the new high school is located puts him closer in touch with the people with whom he has to deal directly, than his experience would have placed him had he been connected with the public school system.

Pertinent Suggestions

What ought to come out of such a controversy as this, is a reorganization of the whole plan of promotion and assignment of teachers. If the whole matter is left with the superintendent's office then jealousies arise, personal favors are sought, teachers and principals "hang around" the superintendent's office seeking advancement. The "faithful" are rewarded for their "helpful" activities. That faithful plodding servant who stays out in the field and does his duty can just stay there for twenty years with all his university degrees, and worthy qualifications and Diogenes never comes near him.

If on the other hand the seat of activity be carried to the Board of Education there is danger of partial paralysis. Above all we need unity in the proposition, but unity coupled with justice. Harmony is a sweet sounding term, but harmony with evil is wicked. We must have ultimate authority, and seldom can authority be delegated to subordinates. Therein lies the weakness of pupil-self-government. Neither can Boards of Education yield their vested authority without risk of future embarrassment. So there needs to be a new basis of action for the assignment and promotion of teachers.

In the first place we need publicity, i.e., publicity of a helpful sort. This could be secured by posting on the board's bulletin board or in a circular of information, say twice a year, the vacancies to occur and the new positions to be filled. This would enable every teacher in the department to apply for such position, as he or she might feel qualified to fill. These applications with credentials could be placed before a committee composed of members of the Board of Education, the superintendent's office and representatives elected by the teachers as a whole, the relative merits of the candidates considered, and a judgment rendered accordingly. Some such plan as this would give all an equal chance to be heard, and if the proceedings were conducted in the open it would clear the atmosphere of suspicion.

In the above case, because a new building was being built the daily newspapers commenting on it made the fact generally known that new positions were to be filled. Ordinarily these facts are kept secret in the superintendent's office. A teacher needs to be "on the inside," or have a friend that puts them "next" and all that nonsense.

What we need to do is to get away from this narrow conception of educational welfare, and see positions of service instead of positions of salary. There is considerable light talk about worthy appointments to responsible positions, as though the grade teachers were neither responsible nor worthy. The "plums" are for the worthies, but why "plums" when teachers and children are crying for bread? Let us get out in the open with all our manuevers and see what the sunshine will do.

TEN MINUTES FOR RECESS

(Continued from page 4)

Joke Number Two

A Los Angeles Parental School teacher was reading to his attentive boys:

"The Indians paddled with all of their strength and—"

"Gee!" interrupted a surprised little African, "Did they have paddling in the Indian schools?"

* * *

Third Joke

History Professor: "In spite of his wickedness, Nero did one good deed for the world. What was it?"

Student: "His death."*

* This story has also been told on Henry VIII, Attila, or others who can not protest.

* * *

Speech is free in the United States. Which accounts for the fact that one hears so much talk.

* * *

"Ferdinando de Soda"
By a Mexican School Boy of Los Angeles

Ferdinando de Soda were a brave Spanish man covered with armor. He came not far after Creestoffer Colombust to America for to get gold. Ever time he ask for gold them Injuns point there fingers west. If he had of kep coming de Soda would of reech California where all de gold were. Bot de Missipippi were as far as he got and he die. de men tie rocks on his feet and bury him in de water. Brave men die to motch.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
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Editorial Notes

The New State Normal School For San Francisco

Dr. Frederic Burk has achieved the impossible. A special session of the legislature has convened and passed an enabling act authorizing the trustees of the State Normal School to secure the California building, and ten acres of ground of the P. P. I. E. for its use. The initiative of Dr. Burk was severely criticized. The safety valve of the "Chronicle," and the opponents of Dr. Burk's personality, individuality, and inspirational activity had a great opportunity to do some Indian fighting. He had, however, Matt Sullivan, Governor Hiram Johnson and F. S. Brittan, Elizabeth Geberding and Mrs. D. J. McMasters, as lobbyists and promoters, and the first and second step of getting a suitable building and grounds for the Normal School has been made. The arguments for the location and building we believe to be sane and sound. The arguments against the location and plan are largely due to self interest and prejudice. It is not possible to eliminate Dr. Burk's personality from the plans and purposes of the Normal School. Even his opponents admit that he is our greatest constructive thinker along educational lines. The people who have considered him unfair to the commercialized adjuncts of our public school system enjoyed the fact that the same old methods that have existed since the time that Plato tried to get on the good side of Diognese by giving him a dinner, were with high class variations used to promote the merits of the normal school building. We sincerely hope that the enabling act will be carried speedily to a successful conclusion.

* * *

The School Survey

The school survey of San Francisco promises to be the most important ever undertaken in this country. The plans are thorough. The men selected are free from institutional or political pull. The results, therefore, will be worthy of the greatest consideration of the taxpayers and supporters of the school system of San Francisco. The Board of Education are to be congratulated in having had a part in initiating so important a survey. President Gallagher of the Board of Education has announced that U. S. Commissioner of Education Claxton had selected the following specialists:

Bawden, specialist in industrial education; Calvin, domestic science; Dunn, civic education; Wheaton, education of immigrants; Fletcher B. Dresslar, school architecture and sanitation. The survey party will also include Stanley Brown, principal of the Joliet High School; Principal Withers of the Teachers' College, St. Louis; Charles McMurry of the Peabody College for Teachers, Nashville; Henry Turner Bailey, formerly Massachusetts State supervisor of drama and art, and School Superintendent Davidson of Pittsburg.

The actual work on the survey will begin about February 1st.

* * *

The London Journal of Education regrets the way the war is unmanning the public and private schools of Great Britain. Thousands of school teachers are in the trenches.

* * *

The Art of Conversation

The art of oratory is almost a lost art. The devotion of university men and school teachers to manuscript has been largely the cause. The art of conversation, as an intellectual stimulus, is also a lost art. It is to be regretted. It is pleasing to be a good listener in the presence of one who has the power of "putting things." Teachers should cultivate the conversational powers of the children. Speech is the heritage of all; good speech, like wealth, is inherited only by a few. It must be cultivated. There are two men in California widely different in their personality, and yet both have developed the art of speaking in an intellectual manner—W. H. Mills and Joaquin Miller. Mills has a potent charm as a single-handed talker. He talks learnedly, and his knowledge of history, classical literature, and current topics is precise. Without being humorous, he is entertaining, chiefly on account of his choice diction and the intrinsic value of his information. Joaquin Miller's power in conversation is largely due to the quaintness of his views, the unexpected classical references, the newness of his ideas, and the surprises in his intellectual resources. Joaquin Miller never talks to a new acquaintance. It is only after he takes you to his heart that you catch the delightful glimpse of his mental pictures of Tennyson, Swinburne, Eliot, Whitman, and his political insight into the heroes and scholars of the past.

The above editorial was written and published in September number of this Journal in 1895. Since then Joaquin Miller and W. H. Mills have both "hit the trail" to the stars. The art of conversation as an intellectual stimulous still needs boosting, however.

* * *

Dr. A. A. D'Ancona has been re-appointed a member of the Board of Education of San Francisco by Mayor Rolph. Dr. D'Ancona has been an efficient administrative officer during the past four years. The schools, under the leadership of President Gallagher, Dr. D'Ancona, Agnes Regan and Sallie J. Jones, have accomplished much for the good of the City. There have been a number of appointments made purely upon merit like that of Miss Louise Bray to a principalship, and the Board has been free from scandals and detrimental publicity. The Educational Survey, under the present Board's leadership, promises to be an epoch-making affair. This Board has shown great courage in the way it has handled secret fraternities and hazing.

* * *

The Montara-Farallone School, San Mateo county, gave an example of industrial training that was recently worth while. The boys and girls had a lesson in the new patriotism of humanity also. The school under the leadership of Miss Irmegarde Richards decided to send a box of clothing to the suffering Belgians. The boys devoted their spare hours to knitting caps, and the girls to knitting and sewing all sorts of useful articles. The Belgium Relief Committee wrote a special letter in favor of the work of this school, and hoped that the school children of California would be interested in this work for humanity.

* * *

Mexico

The editor has just returned from a visit to Tampico, Mexico City, Monterey and other Mexican cities. We regret that there is any boundary lines between the United States and the Panama Canal. The more we see of Mexico, the more we are convinced that the people need industrial training, vocational guidance and a government that will raise the standards of living. Our country should do for Mexico what it has done in the past for Cuba and the Philippine Islands. Neither raise the flag nor pull it down, but for the sake of humanity raise the standards of living. We would not object to the job of prime Jefe to the Mexican department of education.

* * *

The Institute of Public Service has issued its weekly review of reviews on the theory that too much thinking is done for the students in our schools and colleges. Give the boys and girls a chance to think for themselves.

* * *

William Wirt, originator of the Gary System, is to continue as advisor to the New York Board of Education for another year.

* * *

Signe Hagelthorne of Oakland, who has done so much for physical training on the Pacific Coast, was the guest of honor of the Sequoia Club, San Francisco, at the dinner for the study of Swedish art, literature and education.

* * *

The Town Talk of January 15th, contained a full page description of Geo. Gallagher, president of the Board of Education. It was a fine tribute to a business man who is so successfully handling the technical problems of educational administration.

* * *

Do not abuse the text books. The man in competition will do that. You can graduate a child with the talk fest method, and culture, but if our children are to be useful citizens drill them in the essentials of spelling, arithmetic, language, etc. Get the habit of more drill and less theory. Sure.

* * *

Individual Instruction

"Monograph C," a bulletin of the San Francisco State Normal School, Dr. Frederic Burk president, has just been issued. This bulletin gives the data of two years experience in operation of a system of individual instruction, showing accelerated rates of pupils, progress, elimination of wastes of school time, actual saving in cost of schooling, and adaptability of various schools. On the cover is the vigorous statement:

THERE ARE NO MISFIT CHILDREN

There are misfit schools, misfit texts and studies, misfit dogmas and traditions of pedants and pedantry. There are misfit homes, misfit occupations and diversions.

In fact, there are all kinds and conditions of misfit clothing for children but—In the nature of things there can be NO MISFIT CHILDREN.

On the title page is the following hit at our present so-called standard of education:

EDUCATION

The business of schools is to shape themselves to the pupils. Each child is a special creation, and, strictly speaking, education cannot be the same for any two pupils. That it is the business of schools to saw, to plane and to compress pupils into fixed school molds, is the smug impertinence of an ancient, persistent, and preposterous pedantry. Until this pedantry is uprooted, trunk and branch, schools must fail to fulfill their purpose.

After devoting a number of pages to results, the Monograph closes with a very able discussion of the Individual System in its relation to other educational reforms. This Monograph may be secured by sending 15 cents in a letter addressed to the State Normal School, San Francisco, Cal.

Education Notes

The Chico State Normal School is preparing to hold an open air summer session somewhere around the foot of Mount Shasta.

* * *

The December number of the "American Primary Teacher" has a four-page article on the schools of San Benito county. It is an editorial write-up by A. E. Winship, and gives an accurate description of the visit to the schools by Supt. Cagney, accompanied by Dr. Margaret Schallenberger-McNaught, Commissioner of Elementary Schools. The article is effectively illustrated.

* * *

Dr. Anne Nicholson, formerly connected with the State Board of Education, is now doing special work in the San Francisco public schools.

* * *

James Ferguson, recently candidate for superintendent of public instruction of San Francisco, has been elected principal of the Coachella Union High School, Riverside, at a salary of $3,000.00 per year. Superintendent Raymond Cree has also appointed him deputy superintendent of schools of Riverside county. Professor Ferguson is a prominent member of the National Educational Association, a graduate of Stanford University, and who has demonstrated in the past three years that he can earn almost double his salary as a school master as the representative of the Columbia Dictaphone Company. He goes back to teaching on account of his devotion to educational work.

* * *

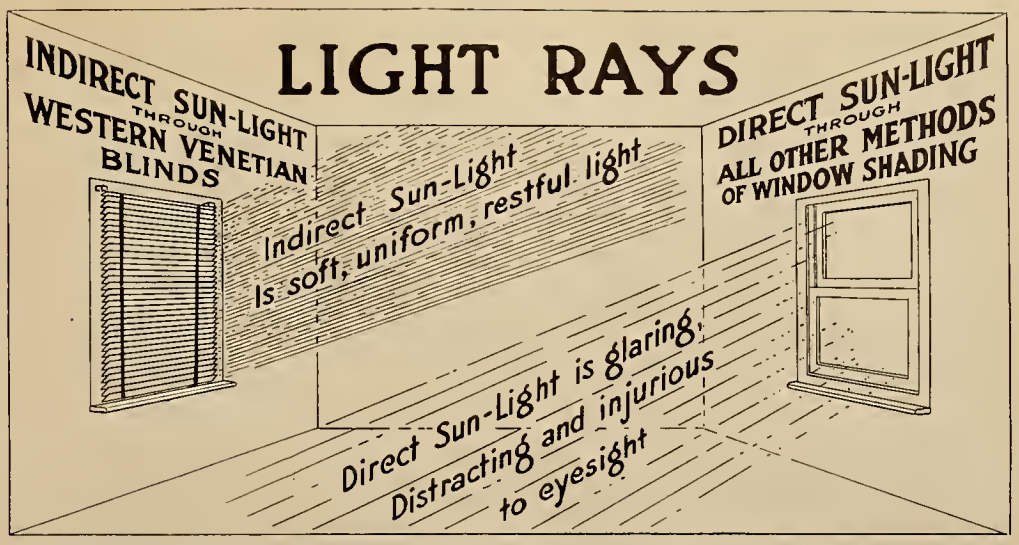
Miss Beswick of Lilac District, Valley Center, San Diego county, took a number of the country boys and girls to the Panama-California Exposition and gave them a great time. "The San Diego Union" devoted an entire column in giving an account of the trip.

* * *

"The Kindergarten Magazine," published by the Milton Bradley Company of Springfield, Massachusetts, has been changed into "The Kindergarten and First Grade," Miss May Murray, editor. The magazine contains a large amount of material and efficient help to the kindergarten and primary teacher.

* * *

The Milton-Bradley Co. of Springfield, Mass., has compiled and published a calendar for 1916, which from an aethetic standpoint should satisfy the most fastidious. The scenes are from photographs taken by an employee of the company, and are excellent. A request on a postal addressed to the company at 20 Second Street, San Francisco, will bring it free.



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NEWS AND VIEWS

(Continued from page 5)

Normal School Students Show Independence and Win

Contesting a ruling of the office of the superintendent of schools of Los Angeles county, which held that those applying for cadet or preliminary certificates must pay a teachers' certificate of $2.00, fifteen hundred pupils of the Los Angeles State normal school after voting unanimously to test the ruling, won a signal victory in Judge Fillayson's court December 31, when an opinion was handed down that the ruling was illegal and void. Over eight hundred dollars it was reported had been collected previously in this county which will necessarily be refunded. The cost of contesting this ruling, including attorney's fees, however, will be added to the sums of money already wasted by teachers who have been compelled in the past to test rulings of the office of the county superintendent or to have those rulings judiciously explained.

The Schoolmasters' Club Hears Dr. Thomas Dixon

The Schoolmasters' Club of Los Angeless met at the Sentous School the evening of January 8th. Principal R. C. Thompson, president of the club was in the chair and presided as host to a gathering which, in spite of a heavy rainstorm, filled the school's auditorium where the banquet planned by the school's cafeteria was served. After a program given by the Sentous boys and girls between courses, the speaker of the evening, Dr. Thomas Dixon, author of note and more recently a motion picture producer in Los Angeles, delivered an address against local film censorship.

Pendergrast and the "Wirt System" in New York

The "Wirt System" has been recommended for the schools of New York City. Comptroller Pendergrast, noted as one of the greatest American authorities on municipal efficiency, in his recommendation to the Board of Estimate of the Committee on Schools of which he is chairman, advises that the school year be increased to forty weeks without increase in pay; no additional pay to teachers for summer school, continuation or night school if under annual contract; lengthening of the school day to 4 p. m.; reduction of 11 per cent on the number of teachers' positions; reduction of common school course to seven years; no increase in the budget for school expenses over that of 1915.

Course in Social Science

Dr. Milbank Johnson, president of Charity Commission of Los Angeles, Judge E. A. Camp of the Santa Fe system, Dr. E. S. Bogardus of the department of sociology of the University of Southern California and E. J. Lickley, Supervisor of Compulsory Education and Evening Schools, will deliver addresses in a course of applied sociology to be given weekly at the Brownson House. Over twenty lectures are scheduled to be given during the rest of the school year and many students in social science are planning to attend.

The Recognition of a Schoolman's Work by the Community

By a vote of 5 to 2, the Los Angeles Board of Education appointed Prof. Charles B. Moore, formerly of Occidental College and at present registrar at Polytechnic High School, to the principalship of the new Franklin High School in the northwest

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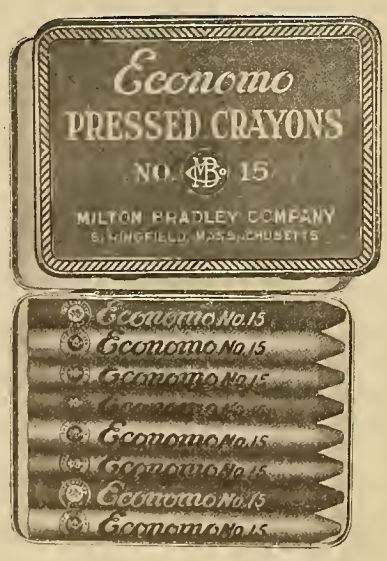
A recent issue of the "Graphite," Joseph Dixon Crucible Co., publishers, contained a frontispiece called "A Sky Land Trail," made by Miss L. A. Howard, of the Santa Cruz High School, Cal. It also had a portrait of C. E. Wehn, the Pacific Coast representative of Dixon Crucible Co. for the public schools. Mr. Wehn successfully pencilizes the public and private schools of the entire Pacific Coast, also Hawaii.

ECONOMO is more than the name of a Crayon; it is the Mark of a SYSTEM This new method of supplying Crayons to schools has never before been attempted by any Manufacturer



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Any color of the set can be replaced; you need not purchase an entire new set. The schools particularly, must recognize this advantage. The first cost is approximately the same; THE SUBSEQUENT EXPENSE IS FAR LESS.

The Crayons are made in our own laboratory of the best material obtainable. They mark with a velvety smoothness and have wonderfully soft blending qualities. The assortment includes Red, Orange, Yellow, Green, Blue, Violet, Brown and Charcoal Gray, 3½ inches long, wrapped in paper of its own color.

ECONOMO PRESSED CRAYONS No. 15, eight crayons in metal box	$0.15
In Bulk, any color or assorted colors, per gross crayons	1.50
ECONOMO WAX CRAYONS No. 10, eight crayons in metal box, per box	.10
In Bulk, any one color or assorted colors, per gross crayons	.85

MILTON BRADLEY COMPANY

20 SECOND STREET SAN FRANCISCO, CALIF.

(Continued from page 5)
section of the city. Mr. Moore's appointment, coming as it does as a recognition of his work in that community was a source of satisfaction to the people there who have for so long a time been working for a high school in that locality. Prof. Moore has been closely identified with the intellectual life at Highland Park for over seven years. He was principal of the Occidental Academy previous to the removal of Occidental College to its new site in the Eagle Rock Valley. Upon the location of Franklin High School in that vicinity those interested in the schools of that section immediately presented a plea that Mr. Moore, who had accepted a position in the city system, be chosen to organize the work of the new school. This was done and the selection presents to the minds of many of the school people in this city one of the more pleasant incidents in a schoolman's life—a community's appreciation and a people's faith in his work.

Teachers of Note in Charge of Citizenship Classes

With a list of instructors containing the names of several educators of note, the citizenship classes in the Los Angeles evening schools are preparing monthly classes of men and women of foreign birth before the United States District Court. Among those who have charge of the work are Dr. E. T. Pierce, formerly president of the Los Angeles Normal School, at Castelar Evening School; Dr. Lyman Gregory, formerly of the Los Angeles High School, at Avenue Twenty-one Evening School; zand Dr. M. R. Parmelee formerly of Alhambra City Schools, at the Macy Street School.

* * *

FROM THE SCHOOL WINDOW

Acting under advice from a leading attorney the teachers began proceedings against the two street car companies, the People's Gas, Light and Coke Company, the Chicago Telephone Company and the Edison Electric Light Company.

The struggle, which was a bitter one, and one in which the teachers were given plenty of opportunity to display their newly acquired knowledge of writs of mandamus, and also to acquire more knowledge concerning courts and appeals, resulted in the filing of schedules in which the valuations of the five corporations were raised from $35,000,000 to $263,000,000. It also resulted after considerable time in the payment by the five corporations of $597,033, out of which the people of Chicago had been swindled . . . in annual taxes for years.

It must be borne in mind that this sum came from five corporations only, and that there were still others to be heard from. So "in 1909, as a consequence of the teachers' fight, proceedings were instituted against sixteen other corporations and a favorable verdict will mean the recovery of millions."

Then comes the irony of fate, as tampered with by scheming politicians.

Incident Number One

"Soon after the filing of the suit against the Board of Equalization," Mr. Creel relates, "a bill was introduced in the legislature that meant the destruction of the teachers' pension law. Miss Haley saw the legislative boss and asked him why such a senseless, vicious bill should be presented.

"'When you teachers stayed in your school rooms,' growled the boss, 'we men took care of you, but when you go out of our school rooms and attack these great, powerful corporations, you must expect that they will hit back.'"

Incident Number Two

The $597,033 in taxes secured through the efforts of the teachers, was divided between the city of Chicago and the Chicago Board of Education, the city receiving $347,749, and the Board of Education $249,554 of it. The city, acting through its council, applied its share to "restoring the cut that had been made in the salaries of policemen and firemen. The Board of Education voted its share to paying coal and building repair bills."

And that very same year, 1902, in which the Board received its money, it deducted from the teachers salaries a small increase, that had in the meanwhile been granted them, and put them back to their 1877 basis.

It was not till 1906, when Judge Dunne became mayor of Chicago and a new Board of Education went into power, that the teachers were paid at last.

In surveying these and other results, it should be pointed out that beginning with 1901 and continuing every year since, the Chicago treasury has been approximately $600,000 richer because of the teachers' attack on five out of many corporations; and that there can be found nowhere graver menace to our sacred national ideals than the conditions these teachers have uncovered, and nowhere more eloquent preachment of the doctrines of good citizenship than these teachers through their example have set forth.

It is also fairly certain that some of the tribulation the Chicago teachers are going through with now is due to some of their very laudable activity in the manner related.

And none so rash to do them reverence! Surely in the cause of equal suffrage they are an argument.

Margaret A. Haley's Bulletin for October 21, 1915, published at Chicago, reprints Mr. Creel's article in full.

NATURE FAKIR? NO.

G. H. C.

WERE YOU a teacher,
OR a trustee,
OR ANYTHING
FIFTEEN YEARS ago?
THEN YOU remember
THOSE DELIGHTFUL Animal Stories
OF ERNEST SETON Thompson,
DIDN'T THEY grip
YOUR INTEREST
AND YOUR heart strings,
AND EVERYTHING?
YOU LAUGHED
WITH OLD Vixen
WHEN SHE threw the dogs
OFF THE scent,
AND GRIEVED
IN SYMPATHY
WITH KING Lobo
WHEN HE lost Blanco,
HIS MATE.
THOSE STORIES were read
AND TALKED about
AND LIKED by everybody
EXCEPT ONE
A WORLD Renowned Hunter
WHEN HE read them,
HE JUMPED sidewise
AND SHOWED FOUR
WELL-DEVELOPED wisdom teeth
AND EVERYTHING
AND LET out a roar
AND SAID things, perhaps,
THAT THE Western Journal
WOULD NOT print
EVEN FOR pay.
AND EVERYBODY echoed
"NATURE FAKIR."
AND MR. Seton
AND HIS imitators
AND ALL their Animal Stories
AND EVERYTHING,
WERE IMMEDIATELY
"KNOCKED INTO a cocked hat."
THEN MOST of us felt
AS IF our best friend
HAD "HANDED us something"

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A LONG dry spell
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THE PERSONALITY of his animals
AND EVERYTHING
HIS STORY of the way
THE GIANT Water Buffaloes
SAVED LITTLE Gulab.
THEIR SIX year old master
FROM THE tiger,
NEVER FAILS to interest.
THEN HIS story
OF THE Camel—
BUT WHAT'S a Camel
WITH HIS boasted record
OF SEVEN long days
COMPARED WITH our teachers?
THEY HAVE him beat
AT HIS own game—
BUT THAT story's good
THEY ARE all good
YOU'D LIKE them yourself
THEY'RE INTERESTING
AND CLEVERLY written
AND LEAVE a good taste
AND EVERYTHING
IF THE Great Hunter
EVER READS them
HE'LL BREAK out again
BUT 'TWILL BE in Praise
FOR THEY are Chemically
AND ZOOLOGICALLY pure
THE BOOKS are going
LIKE HOT cakes, too
YOU'D BETTER get a set
FOR YOUR school

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Educators advise us that in tabulating their school children for curvature of the spine, they find that approximately 90 per cent of the children enter school with a straight spine, and that practically the same percentage leave school with a curvature of the spine, the curvature becoming more pronounced in conformity to the child's years in school. This is due to the child resting the weight of the body on a curved spine due to improper support to his back, the cartilage between the vertebra growing in this position, as the child leans forward over his desk to study.

To try to overcome this strain and to try to rest, the child turns sideways in the seat, resting one elbow on the desk, thereby looking at the page at an angle, one eye being possibly 12 inches from the page, and the other eye possibly 14 or 15 inches from the page. This position also begets serious eye-strain.

A desk that is stationary or a desk that is simply adjustable up and down, does not overcome this. With the desk that is simply adjustable up and down, it is true you can lower the seat and desk near enough to the floor until the child's feet can rest on the floor, but you have simply placed his feet just that much further away from his desk top in proportion to his size, and again the seat itself will be found too deep for the smaller child, forcing the child to sit out on the front edge of his seat with no support to his back.

When you sit down at your desk or table, you draw your chair forward; you do this involuntarily. Now, suppose that the chairs in your home or in your office were screwed to the floor a certain distance away from your table or desk, and you were obliged to sit several hours a day in this position. Why inflict this on growing children?

With the Moulthrop Desk, all of this is done away with. The desk top is adjustable up and down to accommodate the length of body of the pupil, and the desk top is also plus and minus—that is, the desk top draws back to the pupils, allowing him to sit, or rather forcing him to sit in an upright and comfortable position. With the Moulthrop Desk, the seat and back is made in height and width in proportion, to fit the child perfectly. The back of the seat is made with just the right pitch to permit the child to sit in an erect and comfortable position and with the proper support to the back.

It costs a certain amount of money to erect a school building and equip it, and it costs so much per year to maintain the teaching force, supplies, etc. All this is done for the purpose of getting the child to study and learn. Leaving aside the fact of the injury physically done to the child by the old type of school desk, educators tell us that where the child is seated in a comfortable position and enjoys the many teaching advantages of the Moulthrop Chair Desk, the child will advance much further in his work in the same given time than he would with the old type of desk.

It costs you so much per day to run your school—figure that to use the old type of desk would cost from $5.00 to $10.00 a year per child in detriment to the child's school work in loss of time and loss of work, to say nothing of the detriment done to the child himself educationally and physically. The lifetime of a school desk is many, many years. Multiply $5.00 or $10.00 per year by, say 20 years, the lifetime of a desk. The old type of school desk then is a too expensive proposition to use at any original cost.

Allow us to demonstrate further to you the many advantages of the Moulthrop Desk. If you contemplate buying desks of some kind, you, of course, want to buy the desk best fitted to your work. Schoolroom furniture is of vital importance, and you can afford to use only the best. If you are ready to purchase now and would like to see a sample of this desk and have it demonstrated to you, we will be pleased to do this. Write Whitaker and Ray-Wiggin, San Francisco.

Editor's Note:—These desks are in use at the Model Suburban School of Montara in San Francisco, Berkeley, Cal., and many other places in California.

NEW YORK IS HEADQUARTERS OF GREGG SHORTHAND

The executive and general offices of the Gregg Publishing Company are now located in a new building at 77 Madison Avenue, corner 28th Street—in the heart of the up-town publishing district, one block from Fifth Avenue and two blocks from Madison Square. The offices occupy two floors fronting on two streets.

All the offices have street fronting, thus having all the advantages of natural light. They are equipped with the indirect lighting system. The general offices have been fitted throughout with the most modern oak furniture, while the executive office is furnished exclusively in mahogany.

The Company's New York office was opened eight years ago at 1123 Broadway. Since then the business in the eastern territory has grown more than 300 per cent. During the past year the adoptions of the system throughout the country have reached the wonderful total of 705 schools, exceeding by nearly 300 the number of schools of any previous year in the history of the system.

GRAND OPERA IN SAN FRANCISCO

Sunday, January 30, will usher in the two weeks' season of grand opera at the Cort Theatre by the La Scala Grand Opera Company, which has as its stars, Alice Nielsen and Alice Gentle, but which boasts of a number of song-birds of note who are not so well known to the Pacific Coast.

"Mme. Butterfly" will be the opening bill. It will disclose one of the La Scala Company's featured singers, Rosina Zotti, a lyric soprano, who created the role of Zingari in Leoncovallo's opera of that name. Mme. Zotti will sing Cho-Cho-San, a role in which she has achieved distinction.

"Mme. Butterfly" will be put on in elaborate fashion, for Messrs. Sparks Berry and L. E. Behymer, the impressarios, pride themselves upon the scenic equipment and costumes of the organization. The Puccini operas have not been given here in several years and are very popular in San Francisco.

The La Scala Grand Opera Company embraces 134 persons, including a capable chorus of 50. The orchestra numbers 45 musicians and will be under the direction of the famous Chev. Fulgenzio Guerrieri, "the man who conducts without a baton."

In addition to Alice Nielsen, Alice Gentle and Rosina Zotti, the sopranos include Lina Reggiani and Tina Scinetti. Claude Albright is principal contralto. Edith Mackie and Ninan Ervini are mezzo-sopranos. The tenors include, Giuseppe Corallo, Giuseppe Vogliotti, Marie Rodolfi and Gerolamo Ingar. Bartoloemo Dadone, Marino Aineto, David Silva and Gino Santini are baritones.

The repertoire for the first week follows: Sunday, "Mme. Buterfly," with Zotti; Monday, "La Boheme," with Nielsen; Tuesday, "Carmen," with Gentle; Wednesday matinee, "Mme. Butterfly" with Zotti; Wednesday night, "Rigoletto," with Nielsen; Thursday, "Carmen," with Gentle; Friday, "Mme. Butterfly," with Zotti; Saturday matinee, "La Boheme," with Nielsen; Saturday night, "Il Trovatore," with Gentle, Zotti, Corallo, Dadone, Lombardi.

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LIBRARIAN'S RECORD BOOK

The library should be a very important feature in every school, and the first aim of a good teacher should be to develop a taste for reading on the part of every pupil. It is, therefore, not only advisable to keep an accurate record of the books in the library, but to keep a systematic record of the reading done by each pupil.

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* * *

Final Joke—A Favorite for Years

The "devil" in a printer's office was carrying a column of type, all set for printing the paper. He tripped and fell, being quite athletic.

"Heavens!" murmured the patient editor, "Break the news gently, boy!"

The current number of "The Bulletin," a semi-monthly magazine published by the Southern Pacific Company, is replete with information and interest. The instruction it gives to its employees, and the discussion of various railroad problems, make it well worth reading from cover to cover. Many a story, discussing the various automobile accidents, and the statistical information gathered by the company showing the indifference of autoists to railroad crossings, would make a valuable sermon to our quixotic autoists.

* * *

Dr. David P. Barrows, dean of the Faculty of the University of California, is in Europe studying the economic conditions in connection with the great war.

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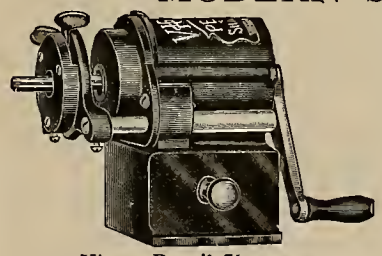
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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, FEBRUARY, 1916 No. 2

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco. April 17-20.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Toward the Rising Sun

The middle of February brought me a journey to the East, to attend the National Department of Superintendence at Detroit, Michigan. We left on the 15th, by way of the Union Pacific Railroad, via Denver. The train started from Sacramento three hours late, because the ferry boat failed to cross Carquinez Straits and it was necessary to go around by Stockton. We started at nine o'clock at night, went to bed at once, and got no view of the deep snows and the snow sheds of the Sierras. When the morning broke, California was gone and we were scudding rapidly across the dreary plains of Nevada. Beautiful snow-clad peaks were continually coming up on right and left but the level parts of the country were bare. So we flew ever toward the rising sun, all day and all night, all of the next day, arriving at the base of Pike's Peak and the mountain city of Denver in the evening. We went to the Brown Palace Hotel, a monstrous caravansary built in the heart of the city. The inner court is roofed with glass, and the life of the hotel goes on within it. The lobby occupies the ground floor and above it, overlooking it, are encircling balconies up, up, up for many stories, upon which open the myriads of guest rooms. Its woodwork and furnishings are of solid oak, its carpets deep, its decorations gorgeous. Outside, the walls are smooth, and it looks like a big business block, built out to the sidewalk on all sides and giving no hint of the teeming activity within. It is twenty years old and falling behind in fashion so far as interior arrangements are concerned.

A Mile High

Denver is almost exactly a mile above the level of the sea. It has 250,000 people. Almost at its outskirts the foothills begin that rise into a magnificent sweep of white crowned mountain peaks, hundreds of miles in length, with Long's Peak at one end and Pike's Peak at the other. These summits are about 14,200 feet high, only a few hundreds lower than our own Mt. Whitney.

The most striking feature of the city, as shown by a half day auto ride, was the enormous number of brick houses. You can look for hours and never see a wooden house. Occasionally there is a stone structure and once in a great while a cement one—but lumber, never! It's against the city ordinances! Your mind grows dizzy counting the wonderful number, variety, shape, color, of brick houses, mile after mile. A good many are painted yellow, to imitate a frame dwelling, and your eye marks it with relief and delight far away—but when you get up close, down goes your heart again—you can see the cold bricks through the paint! Still, they are allowed to use wooden shingles for the roofs, and that helps some. I'm recommending my friends to go to Denver and start a brick yard.

THE GOLDEN AGE OF SERVICE

THE golden age of service is here and now. In the yesterday of years, service and business were about as far apart as war and peace. Business was sharp, sometimes cruel, rarely generous. The dollars were laid on the counter and the goods passed over. Sometimes the trade was square and clean—that is, value was given for value received. Often the trade was little above a swindle. When the deal was over the dealer and the customer parted, and that was all there was to it.

"Then someone discovered that people in business were no different from people in the home, in the church, or in the fields. The bigness of humanity itself came into business, and business awoke to the great truth that it had a higher and greater mission in the world than merely earning dollars in as sly and crafty manner as possible. The spirit of service was born, and now we find, with the expansion of corporate life, entirely new considerations of the subject.

"Great corporations vie with each other to do more and more for their employes and for their patrons—not with the idea that there may be an immediate return in dollars, although it is clear to all that the more an institution can do for humanity at large the richer will be its own existence and the larger will be its scope.

"Therefore we find not only corporation schools, but what is more surprising, conventions of men and women engaged in corporation school work—the movement is widespread.

"The International Harvester Company has a regularly organized Educational Department which publishes all manner of practical books which tend to raise the physical, social, and financial standards of the people throughout the country. You may even secure a book from them telling how to make fly-traps—what have flies to do with plows and harrows? Nothing at all, except that their venom-covered feet may bring death to those who buy plows and harrows. Good advertising? No! just good humanity. . ."

Editorial from The Etude, June, 1915
Philadelphia

Clouds of Smoke

Every city has some little peccadillo that distinguishes it from its fellows. Sacramento has its front doors up a flight of steps, on the second floor. In Denver, nearly every house has a queer, egg-shaped thing at the rear, made of cement. I thought they were outdoor bake-ovens, 'till some one told me they were ash-pots. The people burn coal, and dump the ashes in the pit to be carried away by the garbage man on his rounds.

Not only do they burn coal in the houses, but in the big city buildings, in the factories, smelters and other works. The result is vast clouds of stifling, acrid coal-smoke ever floating over the city. One never gets a clear breath. You never feel clean. Open a window, you choke, the streets, walls, floors, are black. Coal dust is everywhere. California cities and towns don't realize what heavenly blessings they enjoy in the absence of coal. The oil-burning locomotives, the gasoline engines, the electric cookers and freedom from coal smut ought to make life seem like one long, happy dream.

Occasion for Stopping

We stopped in Denver because a meeting had been called to effect an organization of Western State Superintendents. All the States west of the Mississippi had been included in the call. These are also called the Land Grant States, and this tells the real reason for their coming together. They have very important common interests, connected with their school lands, and they met to compare notes and to post each other on the best ways of dealing with these lands and guarding the interests of the public schools therein.

There are four women State superintendents in the United States, and three of them were in attendance at the meeting. For Colorado, there was Mrs. Mary C. C. Bradford, who was the president of the meeting, and a very able president indeed she was. From Idaho there was Miss Bernice McCoy, and from Wyoming Miss Edith K. O. Clark, a tall, handsome, athletic young woman who was able to take care of herself anywhere. She hails from Washington, D. C., and has been a teacher and county superintendent in Wyoming. The fourth is Mrs. Josephine Preston, of Washington, who telegraphed that she couldn't come at all by reason of a death in her official family.

The meetings were held in one of the legislative rooms of the State capitol, a handsome granite pile that stood on the top of a hill to one side of the civic center.

Public Land and the School

The United States has given noble gifts of land to each of these land grant States, gifts to be held in trust for the public schools of each of them. In California we were given 500,000 acres in a lump, and besides that two sections in every town-

ship. This amounted to more than five million acres, a princely bequest. The best of these lands have passed out of our hands, but in the newer commonwealths, as Idaho, Wyoming, Montana, the State still holds them, and so vast are they, of such value, that if cared for and well managed they will in a short time entirely maintain the public schools of their respective States. Colorado still has coal lands in her school sections that are estimated to be worth at least 150 million dollars.

In our State, from time immemorial, we have freely sold our school land to any one who would buy, at $1.25 per acre. Of course all this land is now worth much more, but when sold, in competition with free public land during past years, it would not bring any more. Whether or not this is the best way to handle it is an open question. For the past eight years it has been sold to competing bidders and has yielded from $6.00 to $10.00 per acre. In early years the school land was plundered in one way and another. The notorious frauds of Hyde and Benson, exposed by Heney and detective Burns, concerned school lands.

Colorado Dry

Colorado is one of the States that voted a constitutional prohibition amendment at the last election. This went into effect the first of the present year, on New Year's day. I looked about and inquired into the matter with curious interest.

Denver is a big city, with a quarter of a million people. Not a saloon of any kind was visible, and I never saw a drunken man while there. The choice corners of the business streets, that would normally be occupied by fashionable saloons, were being used by big grocery stores in many cases. Groceries seem quickest to move. A great brewery was being changed into a brick-yard. The State superintendent, the university professors, the leading teachers of the city, all seemed greatly delighted over the change and assured me that the people of the State would not think of going back to the old regime. The merchants found their trade increased and the officers of the law found fewer crimes to combat. Yet Denver was an old frontier city, wild and woolly, and a center of the mining industry. The city fought the constitutional amendment on the grounds of its special charter, and carried the case to the Supreme Court. The Court held that Denver was in Colorado and that it must conform to the constitution of Colorado. So all the lights of the liquor men, both in city and country, went out on January 1st, without disturbance, revolution or bloodshed. Seemingly, the people as a whole are satisfied with the situation.

And Now Good-bye

Friday evening we resumed the eastward flight on the Burlington Railroad. We were in company of two carloads of Colorado school people, also going to the national meeting at Detroit. There was also a large delegation from Utah. Yet these States were almost as far away from Michigan as California, comparatively. They have a wonderful public spirit, are alive, active, up-and-coming, in a peculiar way.

Next morning we awoke at Omaha. We had crossed Nebraska in the night and now were swiftly passing through the frozen cornfields of Iowa. There was a slight snowfall over the landscape, ponds and pools were frozen over, great blocks of ice were floating in the streams. The leaves were off the trees, not a green thing visible far or near, and the country looked chill, desolate and drear.

Here we must bid each other a respectful adieu, for I am going on and it is time for these paragraphs to go back. Good-bye.

The School Teachers' Page

Eliza D. Keith

Studying Fiction

The other day I came upon some notes which I had made regarding the study of fiction. They were drawn from several sources, and they are herewith appended in the conviction that they will help students of literature, and youthful writers to understand certain important points upon which the success of the short story depends:

Kinds of Stories

1. Tale, a story of adventure or incident of any sort.
2. Fable or allegory, a tale with a direct moral.
3. Study in which there is a descriptive study of some type in character or characteristic.
4. Dramatic sketch, a story whose value depends on a clever dramatic situation, or a dramatic statement of an idea.
5. Complete drama combines all the elements found in other kinds into a single, effective story.
   - The drama tells a tale.
   - The drama has a moral.
   - The drama has a study of character.
   - The drama usually suggests some problem of life or
   - The drama has some clever turn or unexpected episode or climax.

Writing the Short Story

First—A striking idea, situation, or trait of character, and only one.

Second—Begin with something definite at which to look.

Third—Go straight ahead to the end, in a simple and natural manner.

- Put in nothing that has not a bearing on the catastrophe of the story.
- Omit nothing that has a bearing on the catastrophe of the story.
- Sacrifice the irrelevant to the immediate interest of the story.
- Give strength to the story by clever use of contrasts.
- To make strong contrasts match one description against another description, detail for detail (contrast and cross contrast).
- Bring out of the single idea or particular thought the essential idea of the story to a pertinent conclusion.

Material for Short Stories

Make a business of getting the material for the story.

Writer must know his subject thoroughly.

Beware of subjects stale or over-familiar to the writer.

Place to Look for Material

Files of daily, weekly, monthly publications contain curious and suggestive happenings.

Queer, interesting things happen everywhere.

An actual incident from real life best basis for a strong story.

Writer must add his own personality and his art.

Know Your Readers

The struggle of humanity is to get out of itself, either for relief, or in the struggle to be better, or to know more.

Stories of human interest contain sentiment or relate to the secrets of life.

Effective ideas are such as determine the whole entire course of some human life.

No incident is of value unless it means something in the course of the story.

Match each event found in the world with some heart knowledge, some experience of human existence peculiarly our own—that we ourselves have lived.

Romance is based on possibility. Everything must be developed according to the requirements of Nature.

Actual facts may be enlarged by the addition of possible facts.

Start with as many actual facts as are available.

To the actual facts add such imaginary "facts" as are believed by the writer to be entirely possible.

The value of the story lies in the great possibility of life which it illustrates.

Be True to Life—How?

Know the life of which we write.

The author's natural bent of mind determines what variety of life he knows best—the character will have the same mental habits as their creator.

A Magazine for Literary Workers

"The Writer's Monthly" for January published by the Home Correspondence School of Springfield, Massachusetts, contains the thirteenth in the series of letters to young authors by J. Berg Esenwein, and from it we glean certain impressive ideas. For instance, in describing a character, the picture should be vivid, not the items of the catalogue, "Be a severe critic of your inventions—bite each coin that drops from your mill to see if its glitter after all is only leaden."

The chapter on Criticism and Revision of Verse by Francis James MacBeth opens with this statement:

"Lucky is the writer, especially lucky the poet, who has a friend to stand between him and his literary faults: one with intelligence to discover the defects, courage to give honest opinions, knowledge to suggest corrections, and interest to devote sufficient time to the criticism."

This is what a school teacher should be in correcting compositions.

Authors and the Bible

As an evidence of the influence which our English Bible has exerted upon our literature, the list published under this caption in the January "Writer's Monthly" will carry conviction. Space reasons preclude an extended quotation, but these will

show the Bible influence as to the selection of titles: Hall Caine makes good use of it in "The Woman Thou Gavest Me," "The Prodigal Son," and "The Scapegoat"; Andrew Balfour has written "Vengeance is Mine," and Blundelle Burton's "The House of Bondage" and "The Sword of Gideon" are two fine titles. L. G. Moberly has "In the Balances," Charles Marriott "The House on the Sand," and Miss Coulson Kernahan "An Unwise Virgin" and "The Graven Image."

"The Writer's Monthly" suggests that it would be quite an interesting effort for its readers to tell just where these expressions occur in the Bible.

Let me suggest another interesting literary exercise. Encourage the pupils to select scriptural phrases that have both challenge and suggestion—which indeed are prime requisites in successful titles. For instance, "What Will a Man Give?," "One Shall Be Taken," "Put Up Thy Sword," "What Is That to Thee?," "He Had Great Possessions."

How to Write English Correctly

Every teacher of English should be made much more efficient, through the help afforded by the new book published by D. C. Heath & Co. by Edwin C. Woolley, Ph. D., and entitled "Written English."

Says the author: "The object of this book is to teach students to write correctly —not to teach them to write with literary excellence. That instruction in composition, as at present carried on both in school and in college, fails to teach students to write correctly is a matter of common observation and complaint.

"'Correctness' includes not only conformity to rules fixed by convention, but also conformity to obvious rules of common sense.

"Instruction in the principles of correctness in written English must be based upon the leading parts of grammatical theory and terminology."

Didn't I Tell You So?

Have I not consistently maintained this view? Have I not always insisted that the child's first studied attempts at expression should be guided into correct sentence-making? How any one can attempt to teach "language" and "composition," while hampered with the mandate "Omit all grammar," baffles my understanding. It can't be done.

To quote the author again as to the vexed question of compositions, the writing of them, and their correction:

"Wonder that the student may thoroughly learn the principles of correctness and be able to make use of them in his own practice. He must do a great deal of writing. Only a small proportion of this writing should be the product of original composition, and what little original composition is done should consist of the plain statement of simple facts familiar to the student."

As For Correcting Compositions

It is not "desirable that a student who commits many errors should be required to correct them all at once. It is unwise for a teacher to correct every mistake in every theme. If indications of error are too numerous, they are likely to confuse and discourage the student—sure to fail of their purpose." Then there are pages showing how to make writing easy to read, neat, and attractive to the eye, emphasizing compact writing, no crowding, lines well separated, and liberal space between all consecutive words. What especially impressed itself upon my mind was this direction on page 7, top line:

"In writing, do not try to shape quotation marks like printed ones; make little straight strokes."

Best of all, the directions for the proper preparation and arrangement of manuscript are illustrated by examples in business hand-writing, so that the student can obtain an exact idea of how the written work ought to look. As for the rest of the book, every page has its value.

We provide children with supplementary reading dealing with history, biography, geography, science, domestic economy. Now why should we not have a set of books supplementary to our State text book on language? Nothing could be better or more to the point than to place this book by Woolley, this "Written English," into the hands of our pupils, even as low as in the fifth grades, and let the children discover things for themselves. Woolley evidently believes in the diagram or sentence, map or chart, as a means of clarifying the meaning to the child mind.

Map Making

Last month I spoke of the educational value of the railroad folder in map study. I referred to the pads of outline maps published by the Jennings Publishing Co. of Brooklyn, New York. I dwelt upon the excellencies of "Thompson's Minimum Essentials," published by Ginn & Co., as helps to the study of geography.

But there are those who cannot spend any extra money on school materials or school equipment. For them I have two or three suggestions. For outline maps, with political or State divisions to be indicated thereon, a teacher may manufacture the requisite number with but little trouble. Let some child with a genius for such work make a clear pen and ink tracing on onion skin paper, of a large, clear map—the maps in the old-fashioned big geography are just what is needed. Let these be traced—the outline and all frontiers, rivers or other bodies of water.

With this tracing for a guide, take about twenty sheets of onion skin paper, lay the ink tracing upon the pile, clip them together, and then follow the lines with the needle of the sewing machine,—of course with the needle unthreaded— and no bobbin or shuttle in the machine. Such a fine set of identical maps as this will produce! Three efforts will provide enough maps for the entire class. Now, some instructors insist upon free hand map drawings. But how shall a child draw a grand division correctly the first time? The idea is to set the child working out a correct statement in geography just as he makes a complete, correct statement every time he says any part of the multiplication table without mistake.

Let the child color the political divisions either according to his fancy or according to specific direction, after he has printed the names of the countries or the states upon the proper places. The color must be transparent so that the names may show through.

From this colored map the children may each make a pen and ink tracing to use as a basis for a product map, the staple products to be indicated by their names printed upon the proper sections. Isn't this an illustration of what can be done under the injunction "Do the thing you have to do with what you have to do it with"?

Puzzle Maps as an Aid to Studying Geography

Another idea—paste down a railroad map of the United States, on fairly thick pasteboard. When it has dried hard, flat and smooth, take a sharp pointed knife and cut up the map into pieces along State lines. Mix up the pieces and give them to the child for a prize puzzle. Could a better, cheaper or more interesting plan be devised on teaching the map of the United States and the various States of the Union in their relations to each other?

Others may find it easier to cut the states apart first, then paste each state upon a thin cardboard and after it has dried, cut around the outline with a sharp pair of scissors.

Use Rubber Stamps in School Work

Take one more suggestion. Our primary teachers often become very weary carrying out the directions and meeting the requirements for making school supplies in the lowest grades. They spend hours in hand-printing words and little sentences for the little children to use in their study of words as they are learning to read.

Why not buy a font of rubber type, capitals and small letters, and learn to set type in the little holder that comes with each set? With one wave of the hand a whole sentence is printed in an infinitesmal part of the time that it would take to print the same words by hand.

Every teacher ought to have a set of rubber stamps—a band dater, her own name, the name of her school for use on blanks—such as absent blanks. She should have one that will fill out at a stroke the entire heading of the report cards. The pupil's name of course will have to be written in.

These are labor-saving devices which we should borrow from the business world.

Product Maps In Colors

Somehow the making of a product map in dashes of color, to represent the different products, has never commended itself to my mind for the reason that the selection of colors to represent products is purely arbitrary and imposes an extra burden upon the mind to sort out and keep tagged together the various colors and the products which they are supposed to represent. There is nothing distinctively and inherently suggestive of the product in every color used, for, after the more obvious colors have been chosen, such as yellow for golden oranges or for gold in the earth, what is to suggest to the child whether that yellow represents golden fruit, golden grain, golden ore. Do you get me?

The product maps of some former days where wheat, rice, cotton, small Noah's Ark animals, and toy trees, toy machines and tools, and rocks gold-leaved or tin foiled, to represent precious metals were fastened to the maps, and made a varigated surface a good deal like the stock of the country store. Those were real product maps, not the fake color schemes of today. The next best product maps are those that have the products pictured on their surface. I've sent for some. When they arrive I'll tell you all about them. But make your maps in the classroom, and never fail to make a relief map as a fitting conclusion to the study of our continent.

Southern California Section

Under Direction of
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Editorial .....Herbert F. Clark
News and Views.....Ford M. Jack
Ten Minutes for Recess.....Lane Doyle
From a School Room Window.Earl E. Hitchcock

Editorial

Movie Censorship vs. Movie Warfare

Moving picture people seem to be out on a limb, and cutting the limbs between them and the tree. They are either floundering in a mire of their own making, or planning one into which they must inevitably wallow. Their arguments against censorship is an argument against decency. They compare the moving picture show with newspapers and books, and clamor for a similar freedom. They seem to ignore the fact that the lessons of the reel are given in darkness and that 90% of their patrons are children. They seem also to forget that although by their tremendous capital, and advertising prestige, they can banish censor boards, they can't compel sensible parents to send their children to their productions. They can prostitute the helpless and unfortunate; but sane people will withdraw their patronage.

Sowing Secrecy Reaping Sororities

Some of us who have been actively engaged in school work for the past score years are wondering if the present epidemic of secret societies in high schools isn't the crop from the seeds of secrecy that school men have been sowing during that period of time. Fraternities have proven a bane to the welfare of immature boys and girls. They encourage special privilege, class distinctions, slip-shod work, and disloyalty to educational ideals. They give young people false ideas of true achievement. They encourage secrecy and political intrigue. They are a nuisance to the administration of school affairs.

But hold—if such is the status of such organizations within the student body—and this seems to be the almost universal opinion of school men—what grounds it affords for execration of similar organizations within the teaching force. And it won't do to pass the matter off as does Mr. Chamberlain in the last issue of "Sierra Educational News" by saying, "One of the speakers at the convention (referring to the recent convention of high school principals at Fresno) brought out the fact that adults may, in their secret organizations, or in public and private life, do many things with impunity, that, if performed by high school boys, would prove decidedly detrimental." From whence comes the authority for such a double standard? What fundamental principles can maturity ignore that youth must observe?

Secret organizations within a teaching force are more abominable than those in the student body, and chiefly because teachers are directly responsible to parents for the welfare of children, and secrecy knows none but selfish interests. These organizations breed all the ills now ascribed to pupil fraternities. They are a menace to educational welfare.

While school authorities are planning and executing campaigns against secret organizations among students, it might prove interesting for them to cast about for evidences of similar organizations within the teaching force. The cause of the epidemic may be found in some secluded rivulet near the head of the stream. There was a wise man, once, who said, "Whatsoever a man soweth, that shall he also reap," and the agnostic has never been able to refute his philosophy. Suppose we as school people accept it and see what the future will show?

Los Angeles Normal School and Extension Work

Some of our school people who are particularly interested in elementary education have been just a little jealous of the lead the universities of California have had over the Normal schools in reaching out and enlarging their own fields of work among the teaching force of the State. The Normal school stands preeminently for elementary education, and elementary education forms the basis of our civic structure. It isn't enough that our teachers—immature as most of them are on entering—attend a Normal school two years, and expect to get there, equipment enough to carry them on through their teaching career. In that length of time they can imbibe only some of the most elementary principles, and that pretty much as mere theory. It may seem paradoxical, but nevertheless we believe it to be true, that the teacher needs the careful guiding hand of her Normal school instructors, more the following two years following her graduation than the two preceding. It is as she faces the actual and many complex problems of her own school room that she needs to return to the source of her first inspirations. This need is of course supplied in a way by her practice teaching, but this is done amid her other various duties during her school life, and she is unable to comprehend many of the excellent principles with which she comes in contact.

The plan in operation now by the Los Angeles State Normal School bids fair to lead all similar institutions of this State out into a larger field of usefulness, and supply this vital need for a continuation and extension of its influence among the teaching force. Offering as it does such a variety of courses, principally vocational and elementary, it bids fair to make practical the many excellent theories the more restricted classroom puts out. With Mr. A. A. Macurda as dean of the extension department, acting under the able administration of Pres. J. F. Millspaugh, the plan bodes nothing but a successful and helpful future.

As a further aid to this extension work, the department publishes the Los Angeles State Normal School Magazine, a bimonthly, in which is given results of experiments and investigations along educational lines. The November issue contains

(Continued on page 6)

Ten Minutes for Recess

All material in this column has been passed by the National Board of Senseless-ship.

* * *

To our friends in frigid Eastern States: Dear Easterners:—Why do you remain in the East to freeze to death? Come to California and get drowned!

* * *

Boys who attend the Parental Schools of Los Angeles are usually regular in their attendance. Occasionally, however, the call of the street becomes too strong, and a boy presents himself with a holiday. On the following day he appears with a serene, begrimed countenance and an impregnable alibi.

For example, the case of "Zip," a wily newsboy:

"Where were you yesterday, Zip? There was not any ball game." The teacher smiled in anticipation, for Zip's excuses were always masterpieces.

"Went to th' county hospital t' see m' uncle." Zip's eyes were clear and unwavering.

"But that should take only two hours, at most."

"Then I went t' th' jail t' see m' father."

"You should have been here at noon, if that was all you had to do."

"After that I had t' go t' th' Detention Home t' see m' brudder!"

Teacher smiled with sympathy. "You surely have more than your share of trouble, don't you Zip? But tell me how all of your folks were put in these public places."

"M' father shot m' uncle 'cause m' uncle said m' father orta buy m' brudder a new paira shoes. I hadta go t' th' county hospital t' git m' uncle's money an' I hadta go t' th' jail t' git m' father's money. Then I hadta put th' money togedder an' buy a paira shoes t' take t' m' brudder which is in th' detention home 'cause he stole a bottla milk!"

Nearly moved to tears, the teacher questioned Zip no further.

* * *

In Los Angeles curfew "winks" instead of ringing. At the proper time for boys to be home the lights of the city wink as a warning. The rule is not enforced. Every night, when the lights wink, the boys wink in answer, and stay on the street.

* * *

FORTY YEARS AGO TODAY

(Excerpts from the memory of the Oldest Inhabitant.)

"Rev. John Biddle, the missionary, went to Missoury yistiddy. Rev. Biddle says he don't fear fer his life among the natives of that state. He will make a determined effort to interduce into Missoury the modern habit of wearin' shoes an socks. Eastern manyfacturers are prayin' fer his success."

"School will reopen in the Tule District School very soon. Durin' the recent high water the schoolhouse was washed away, but the teacher hez found the buildin' agin. He has sent notices to his pupils an' a good attendance is expected in the new location of the school."

"Mr. William J. Bryan, who were defeated at the last election, says he will be a candidate agin next time."

"Traffic on Main street were very heavy yisbecus Elijah Stebbins druv up an' down with the becus Elipah Stebbins druv up an' down with the sprinklin' wagon while the herd of sheep was passin' through the city."

"Yistiddy were a busy day in real estate. Wad Johnson traded his barn for Job Wilkins' chicken-house. It don't seem like a sensible trade, becus Wad hez a cow an' Job hez eight chickens. Wad will now hev a cow without a barn while Job will hev chickens an' no chicken-house. Job c'n put roosts in the barn an' make a chicken-house out of it, but Wad's cow is to big fer the chicken-house he got from Job. Anyhow, neither the barn or chicken-house c'n be moved, as both of 'em is ready to fall over."

News and Views

Seldom if ever has there been paid to one of the rank and file of teachers a memorial such as served to show the honor and respect of Chicago's citizenry for Catharine Goggin, the "little gray general" of the Chicago Teachers' Federation and the co-leader with Margaret Haley in its memorable fight for Chicago children and Chicago teachers. Members of the Guard of Honor as twenty thousand people passed by the flower-decked casket in the City Council Chamber were such people in United States and Illinois history and National history as ex-Governor Dunne of Illinois, Louis F. Post, Assistant Secretary of Labor; Jane Addams of Hull House, Frank P. Walsh, Chairman of the United States Commission on Industrial Relations; Carrol Pearse, former president of the N. E. A.; George E. Cole, Judges O. P. Thompson, William Dever and Edward O. Brown.

Report to State Board of Control

An important investigation of the workings of the Los Angeles City Schools was undertaken by the State Board of Control during the week of January 28 at the invitation of the City Board of Education. The plan of the State Board called for a report from the teaching and supervisorial staff showing the exact number of pupils in charge of each teacher each period and what the teacher's work was during that time. It also called for the average number of pupils per teacher both by average daily attendance and by enrollment. Unfortunately the week selected for the test marked the continuance of one of the severest storms that has occurred in this section for years.

Constructive Visual Education

Preparatory to their removal to the new site of their school in the western outskirts of the city, a group of pupils of Los Angeles High School under the direction of E. W. Oliver, vice-principal, are filming scenes of daily school life upon the site where the school has been situated for the past twenty-five years. Scenes are also being taken on Mercantile place, where the school was previous to its removal to its present location, a piece of school property for which the Board of Education received an offer of $6,000 a month for a ten-year lease.

Intermediate School Questions

Making an attack upon the proposed plan of the Long Beach City Board of Education which calls for a bond election for the erection of two new intermediate schools in that city, B. F. Bond, a local capitalist, issued a public statement in the local press which raises the question of the intermediate school's success in other districts where it has been tried. This perhaps is the first time the question of the erection of intermediate schools has been brought before the voters as a separate issue and will be watched with interest by those interested in the intermediate school question.

THE PEACE FLAG

Copy of letter received by Mr. West in answer to his inquiry regarding the hanging of the "Peace Flag" sent him by Frank A. Miller, president of the Riverside Peace Society:

DEPARTMENT OF JUSTICE
Washington, D. C.
January 26, 1916.

J. F. West,
Supt. Dept. of Education,
San Diego, California:

Sir:

The Department is in receipt of your letter of January 19, 1916, enclosing a picture of the United States flag, on the border of which appears the words "Peace among all Nations." In reply to your inquiry as to whether the display of the United States flag with the words above quoted printed on the border would be a violation of law, you are advised that the Attorney General is required to give opinions of law to the President and to the heads of the Executive Departments alone.

It may be added, however, that with the exception of the provision contained in Section 5 of the Act of February 20, 1905 (33 Stat. 725), prohibiting the registration of a trademark which comprises "the flag or coat of arms or other insignia of the United States," the Department is aware of no Federal legislation regulating the use of the United States flag. It is understood that some of the States have passed laws upon the subject.

Respectfully,
For the Attorney General,
W. WALLACE, JR.,
Assistant Attorney General.

From the School Window

Los Angeles City Teachers' Club

Organization is in the air. And wisdom is justified by her works. No longer does the teacher enter her profession to cast it aside as quickly as may be, like a sucked lemon. She organizes to maintain the standards of service in her profession, to build herself up with books and helpful contact, and to command the consideration which is her due.

It may even be written that **he** organizes; for here and yonder are groupings of men teachers. It is a hopeful sign in the profession—the presence of men and the groupings. It has been but a very little while that there have been enough of them to form a group, at least of respectable consequence. Now, the Los Angeles Schoolmasters' Club, for example, is beginning to reckon its members in hundreds.

But it is the Los Angeles City Teachers' Club with which we are at present concerned; and in it the feminine heart, head, and hand are peculiarly dominant. And it has been reckoning its members these many, many months in figures of four places.

The Los Angeles City Teachers' Club, collectively speaking, are very definite as to the purposes of their organization. To quote from their constitution, their object is, "to advance the interests of the schools, to raise the standard of the profession, to cultivate a spirit of sympathy and good will among the teachers, to form a representative body able to speak with authority for teachers, and to create in the community at large a deeper sense of the dignity of the teacher's profession and the importance of the interests it represents."

As these teachers view it, organization results in professional pride, a broader horizon, and concentration of thought and action on fundamental principles rather than on the eternal, petty detail.

In method of working it is the aim of this aggregation of teachers to co-operate with other organizations in Los Angeles, such as the Parent-Teachers Associations, District and State Councils of Education, National League of Teachers Associations, and District and State Federation of Womens' Clubs.

Just at present the Club is strong with enthusiasm in behalf of a literary campaign. This enthusiasm it shares with the California Federation of Women's Clubs, which has taken as its slogan, "The Elimination of Illiteracy in California by 1920." This is because the census of 1910 reveals the fact that California is the seventeenth State in the list, having 74,902 illiterates.

In engaging in such a campaign the Club is acting not without precedent. The teachers of Rowan County, Kentucky, conducted moonlight schools, and eliminated illiteracy in that county. They were also the instigators of a state-wide campaign on the same subject in that State. And not only there, but in Detroit and in Cincinnati similar warfare against ignorance has been specially waged.

The Club counts itself particularly fortunate in having secured the assistance in their campaign of Kate Douglas Wiggin. During a short visit recently to California, this well-known author read a part of "The Girl and the Kingdom" to them, and presented the manuscript, later, to the Club for use in the cause of literacy. The Club is selling this valuable article as a bulletin for Christmas and New Year's gifts and for California souvenirs. Only a nominal sum, twenty-five cents, is charged for the bulletin, and the Club states that these may be had at their rooms, 202 Trinity Building, Los Angeles. The demand for copies, Miss Blanch L. Vance, president of the Club, states, has come from Alaska, from Kansas, from New York, and from points between.

It is pointed out by Miss Vance that "such a work (as the literacy campaign) accomplished by any group of people could not help but bring a great awakening to that group."

Miss Vance is a very able woman, indeed; and one who has the faculty of inspiring enthusiasm in others. It is one of her firm convictions that there is need among teachers of more constructive thinking, and less blind following. For instance she believes it possible for the teachers themselves to construct their own textbooks, or at any rate to re-construct those they now have. This she believes they can do working together and availing themselves of class-room experience. In this wise, she points out, adaptations can be made to locality and grade to the best advantage.

Miss Edith Hodgkins, the Club's first president, set an example difficult indeed to follow, but easier to follow than Miss Vance to emulate; yet the Club maintains she is proving a capable successor, and one who is wise in her own right.

All in all, the Club is not an argument against organization, but a most enticing lure toward it.

Southern Counties News

San Bernardino County

Axel Skovgaard, the Danish violinist of renown, and members of the New York Metropolitan Opera Company appeared in concert at the new Polytechnic High School of San Bernardino City, Friday evening, January 21st.

Of the company two are California musicians, Molly Byerly Wilson, formerly of Los Angeles, and Clara Treuler of Oakland. Miss Wilson came from the Royal Opera in Budapest to join the company in this present tour. Miss Treuler is especially pleasing in her rendition of Swiss songs.

Florence Hawkins, soprano, always delightful as "Madame Butterfly," sang favorite selections from that opera.

Francis Cowles, well known baritone, gave solos from "Faust."

Alice McClung (Mrs. Axel Skovgaard) rendered exquisite accompaniments.

The artist Skovgaard was welcomed heartily and encored again and again by the appreciative audience.

* * *

It is seldom that a high school student body enjoys the privilege of offering to the public the musical event of the season. It is seldom that a high school auditorium is so dedicated. Citizens and students should gratefully realize the significance of such events in their relations to the interests of the school.

* * *

According to the report of the examiner of schools for the University of California, the San Bernardino High School ranks first among the high schools of Southern California and seventh among those of the entire State.

* * *

The "Progressive Road to Reading" system has been adopted as supplementary work in the primary grades of the San Bernardino schools.

* * *

At the time of the January county examinations for teachers, there were eleven applicants and three certificates granted.

* * *

The Parent-Teachers Association of the Mount Vernon School of the San Bernardino City District has set aside the first Thursday of

every year as High School day, on which day the students of the High School will entertain the mothers and teachers.

* * *

Imperial County

On the evening of January 28th the Imperial Valley Schoolmen's Club met at dinner in the basement of the Imperial High School. A fine array of "good eats" was furnished by some of the Domestic Science girls. Prof. C. S. Williams filled the role of toastmaster. Profs. S. H. Thompson of Brawley and Myron B. Hockenberry of Imperial locked horns in a "continued in our next" debate on the relative merits of the elective and restrictive courses of study as exemplified in their respective schools. The atmosphere became so impregnated with ideas that everybody got excited, and much fun and considerable edification was the outcome. The Imperial Valley schoolmasters are a commendable lot of goodfellows. Present were Supt. A. P. Shibley, H. B. Griffin, George F. Parker, F. I. Rittenour, W. W. McEuen, James V. Kelleher, James Milligan, Horace Coe, R. R. Dickerson, D. H. Clay, A. W. James, E. M. Higinbotham, S. H. Thompson, C. R. Ficken, G. E. Martin, A. C. Soares, F. B. Stant, W. T. Randall, Frank E. Barrow, J. S. House, A. L. Lackey, B. F. Maskey, George L. Richtor, Frank Shepherd, Dr. Benj. Crandall, Geo. P. Benson, John F. Kirway, Muron Hockenberry, W. W. Lindsey, H. M. Luttenton, J. E. O'Brien, W. E. St. John, and C. S. Williams.

* * *

Miss Myrtle Briggs, Dept. Co. Supt. of Schools, has just finished the compilation of a Teachers' and Trustees' directory which for compactness and completeness is almost a model. An excellent feature is the insertion of the dates of expiration of all county certificates. Scores of teachers in the State annually allow their certificates to lapse through mere forgetfulness of the fact that six years demands a renewal unless a Life Diploma has been obtained.

* * *

Calexico is hitting a lively stride in school building. A magnificent High School, suited to the accommodation of three hundred students, is nearing completion, while two new twelve-room grammar schools are rearing their forms against the skies. This speaks eloquently for the town and school trustees.

* * *

El Centro grammar pupils are soon to be housed in a fourteen-room building of the latest architectural type. An auditorium of six hundred capacity features the building.

* * *

It is not generally known that there are pupils in Imperial Valley who cover fifty miles daily in order to get the benefits of High School education. Such, however, is the fact. The recent rains, and consequent muddy roads, cut down attendance appreciably for a few days.

* * *

The High School basket ball teams are going full steam, both boys and girls. The schedule includes El Centro, Imperial, Brawley, Holtville, and Calexico. The football championship between the same schools was won by Imperial High.

* * *

The Extension Division of the University of California has supplied an organizer of hog clubs for the Valley. Each boy procures a baby pig for three or four dollars, and raises it, being accountable for an essay later on, detailing methods, food, etc. The best hog and essay brings a prize of five hundred dollars to the owner, expressive of the interest that the Valley bankers are taking in the competition. No one can lose, as the hogs, when raised, will sell for forty dollars each, not to speak of the knowledge acquired by the boys.

* * *

While the annual County Institute was held at San Diego last year in conjunction with the other Southern Counties, Supt. Shibley is contemplating a one-day session at El Centro in the spring, for which a speaker of national reputation may be procured. The plan accords with the desire of a large number of teachers.

* * *

The San Bernardino County Board of Education has adopted a system of accreditation which provides that the schools of the county shall be accredited according to the standards and progress of their work in English composition.

The Board outlines the work in a general way, and at intervals during the year will examine the written language work of the upper grades, beginning with the fourth.

Two high schools of the county, Redlands and San Bernardino, offer courses in agriculture this year.

CITY OF SAN BERNARDINO

The San Bernardino City Technical School offers new courses this year, planned for the foreign pupils of the public schools. Wood work, cobbling, and cement work are taught in a way to meet the particular needs of these students and the needs of their homes.

Classes in the wood shop are making home furniture out of dry goods boxes, while other groups of boys are successfully mending their own shoes.

The classes in cement work have been engaged to lay the floor of a new school bath house. They will also lay a school sidewalk, and make concrete benches for the landscape gardens at the new Polytechnic High School.

EDITORIAL—Continued From Page 4

"A Study in the Psychology of Spelling" by Grace M. Fernald, Ph. D., which is worthy of careful reading by all teachers.

The fact that these courses are given on Saturday makes them available for all teachers within a radius of fifty miles of Los Angeles, and it is hoped that the teachers to be benefited will improve this splendid opportunity to further qualify themselves for the sacred service they have set out to do.

Adult Privilege vs. Child Education

Los Angeles Board of Education is to be commended for curtailing night schools, and for refusing further assistance to adult education until such time as the finances warrant proper education of children in the lower grades. It would be a foolish farmer who would neglect the young of his stock and expect to develop fine breeds for market. The chicken fancier looks well to the incubator and the first weeks of his fowls' existence. The orchardist, the agriculturist, the florist all stress the early development of their product. Is it not as important for social welfare to properly nourish the children? There is no argument to contradict this principle. There is no way to build a strong race except through the care of the children.

It is certainly inconsistent with the fundamental principles of human progress to provide instruction for men and women, when because of lack of funds, half-day sessions are held, large numbers of children are crowded into dingy rooms, and teachers are handicapped because of improper equipment. Adult education is fine; we want to make our foreigners competent citizens; but we can't afford to sacrifice our children even for such worthy ends.

We seem to have gotten the cart before the horse in much of our educational procedure. We seem to be trying to build a great edifice by beginning at the top story and working downward. The method in one case is as ridiculous as it is in the other. Our elementary schools should have the beautiful buildings and grounds, the light, commodious rooms, the helpful equipment, the well-paid, progressive teacher. This is the institution that should be the social center of the community; and any plan that takes children long distances across the city, or attracts parents to other centers is deleterious to the larger social welfare. Some of us who know State Supt. Hyatt so well regret exceedingly the inference his statement carries which he made at the Fresno convention when he said, "Let us not fail to interpret the soul of the high school to the people who build it, so that they may recognize it as the door of escape for their children from sodden things, from low ideals and sordid vice, so

GREGG SCHOOL

Summer Normal Session

The annual Summer Normal Session of Gregg School will open Monday, July 3, 1916, and continue to Friday, August 11.

This course is the most valuable professional training possible for the teacher of commercial subjects. The pedagogy of shorthand, typewriting, office training, business English and commercial correspondence has been successfully imparted in Gregg School for many years. Its graduates are to be found in the most important schools of the country. Both primary and advanced instruction will be given in the above branches.

The course prepares eligible teachers for the Gregg Federation Teachers' Certificate and the Teachers' Certificate granted by Mr. Gregg.

An unusual feature of the course for 1916 will be a six-weeks' reporting course to be conducted by Mr. Fred H. Gurtler. This will be an independent department for teachers who wish to attain speed and avail themselves of the opportunity when free from other classes.

Write for a copy of the school's announcement booklet for 1916 and make your plans to get the Gregg training this summer.

Gregg School

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Chicago Illinois

that they may see marble halls and princes' palaces transmuting into the hearts and spirits of a bigger, stronger, bolder race, better adapted to its environment, in the formal educational phrase." Certainly Mr. Hyatt doesn't mean to imply that our elementary schools are "sodden things," with "low ideals and sordid vice"; yet we wonder how children are to reach the "door of escape," as Mr. Hyatt calls the high school, without first spending some time in the elementary grades. If there is to be a door of escape from sodden things for children why not let it be the elementary school? Why not let it reach out into the community life and raise the "low ideals," and clean out the "sordid vice"? The modern high school with its beautiful setting, and fine equipment is a wonderful institution, and should in no way be discredited; but we should not lose sight of the fact that its future efficiency will be determined almost wholly by the quality of children sent to it from the elementary grades.

There was once a foolish man who built his house upon the sands, but a neighbor built his upon a rock.

* *

WHY IS A LIFE DIPLOMA?

(By the holder of one)

Correspondence with city and county superintendents up and down the State of California elicits the fact that there are thousands of teachers without jobs.

One of the prime causes of this jobless stress is the fact that the hard times of 1915 drove back to the teaching profession hundreds of teachers who were supposedly settled in life—wives whose husbands lost their positions and who bravely took up once more the burden of bread-winning.

I have only praise for these teachers—probably would do the same thing myself, if I had a husband! And yet—and yet—

There is no disguising the fact that a teacher who has been out of the workshop for five, ten, or more years becomes rusty. The pedagogical stream (to change the metaphor temporarily) has slipped by while she has been loitering in the domestic eddy, and she has failed to keep up with her pedagogical reading. New school methods, new school laws, new school demands—all these she must learn before she is really fit to stand before a class again.

But, says she, and says the State Board of Education, the life diploma is a guarantee of fitness to teach?

Is it? Here is a cog-wheel that has been taken from an intricate machine and set aside for five, ten or more years as aforesaid. The machinery has been renewed from time to time, the worn parts replaced, the old patterns remodeled, lubrication raised to nth power and speed increased compatible with safety. There is still a place on that certain axle for that certain cog-wheel—but the wheel has become rusty. Result, friction and general grind. Of course the rust will eventually rub off and the wheel brighten to the new lubricants, but the machine has suffered by the accession.

Multiply these rusty cogs by hundreds and the sum total of waste effort is enormous. Kansas, I am told, has a rule that a life diploma, unexercised for three years, becomes invalid—goes to the junk-pile.

Life diplomas are not to be despised. But are they not obtained too cheaply? Forty-eight months is less than 6% of the Scriptural "three score and ten" and just 5% of the so-called Osleristic period. Yet 48 months of teaching is all that is required to exempt a California teacher from pertinent and impertinent queries as to her fitness for her job.

Reverting to our cog-wheel figure, why should a rusty part object to a pre-rubbing and pre-lubrication before returning to the machine? I am not advocating a stiff examination for diploma-holding teachers, for that would be unfair, and where would be the sense of obtaining a life document? But I do believe and maintain that such teachers should satisfy the ruling school authorities that their rust is not on the gear surfaces and will in no wise interfere with the speed or productivity (notice how carefully I avoid the lately tabooed word "eff—so forth") of the educational machine.

It is not fair to the expert teachers now doing their bit. It is not fair to the cams and cogs that will be graduated this year and next year and the next year after that from the Normal moulding-rooms. It is not fair to holders of life diplomas who have not married, who have not dropped from the machine, who have not given up their pedagogical reading and researches. Every superfluous teacher reduces the teacher's wage.

Just how this pre-rubbing and pre-lubrication is to be done, I am not prepared to suggest. Except negatively, thus:

The County Board of Education should have nothing to do with it for they are in most counties the creatures of politics, pure and simple.

The County Superintendent should have no decisive vote in the matter, for he is but one individual and subject to whims and prejudices, same as any other mortal.

The State Board of Education, obviously, cannot handle it, for that would mean a repudiation of the life diplomas already issued by them.

The boards of school trustees cannot apply the tests because they are inexpert.

Possibly a board of State Regents—but that's another dream!

* * *

STAMPEDING

Edward Berwick of Pacific Grove, who is always thinking and doing things along the lines of social service writes as follows:

"What causes that mad rush of thundering hoofs when a thousand wild-eyed steers trample underfoot everything and everybody in their heedless path? What made the Gadarene "herd of swine rush violently down a steep place into the sea," and get choked in the sea?

What but fear! Simply, crazy fear!

Shall it be written in the twentieth century history of the great American people, "There were they in great fear where no fear was?" "A word stampeded the nation?" Is this country, the hope of the earth, to forget all its former career, all its hopes and aspirations; to quench its beacon of world enlightenment, and to relinquish its proved policy of sanity? And for what? For a word—"Preparedness"! The word of all words that has proved a delusion and a snare. The word that not only was a prime cause of the European war, but must ever prove the cause of war so long as each nation adds gun to gun and ship to ship in vain rivalry for "Preparedness against war." Of course "for the cobbler there's nothing like leather." For military and naval leagues the creed of Birdofreedum Sawin still holds—

That bombshells, grape an' powder and ball
Are good will's strongest magnets!
That peace, to make it stick at all,
Must be druv in with bagnets.

Why be stampeded by fear? Aye, why? Why not be destiny's leader?

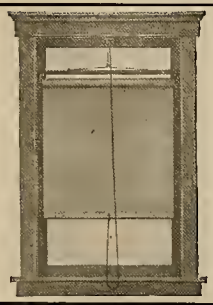
When the present war is over why not first use our utmost endeavor to lead Europe to follow our successful American policy of keeping peace by preparing for peace, rather than ourselves follow Europe's fateful impolicy of trying to keep peace by preparing for war?"

* * *

REPLACED BY ISAAC PITMAN

After a very exhaustive investigation of the various systems of shorthand, including not only the Pitmanic forms, but light-line and connective-vowel methods as well, the Board of Education, Wilmington, Del., has selected the Isaac Pitman to replace another well-known method previously taught. The Centenary edition of "Course in Isaac Pitman Shorthand" has been officially adopted. This work is published by Isaac Pitman & Sons, 2 West 45th Street, New York.

The High School of Commerce, New York, and the Williamsburg Evening High School for Women, Brooklyn, have recently adopted "Pitman's Commercial Correspondence in Spanish" published by the same concern.



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THE COURSE OF STUDY IN THE SMALL HIGH SCHOOL OF CALIFORNIA

By E. E. BROWNELL
(Supervising Principal of Gilroy High School and Grammar School)

[Extracts from an address delivered before the convention of High School Principals and Teachers at Fresno, showing the general conclusions, based on a careful tabulation of courses of study of 75 of the smaller high schools of California.]

When I was asked by Mr. Wood if I would be one of the leaders to discuss the subject, "The Course of Study in the Smaller High Schools of California," at this State convention of high school principals, I gave my consent as I considered the subject one of the most important to be taken up at this time. It is one in which we are all interested and with which we have to deal every day.

Having only a knowledge of the work done in some of the high schools in my immediate vicinity, and as the most of them had an attendance ranging from one hundred and fifty to two hundred pupils, I felt that I was not in a position to judge what was being done in the smaller high schools of our State.

To gain this information, I wrote to all of the principals of the high schools in which there was an attendance of less than two hundred pupils. Each principal was requested to send me a copy of the course of study of the high school which he or she represented. My requests were met very promptly and I wish to thank all for their promptness as I soon found my work was not to be a very light task, and the time short for a successful completion of the same.

After looking at Mr. Wood's report as commissioner of secondary schools, I felt that he considered the smaller high school to be one with an attendance of less than one hundred pupils, and it is with that class that this paper deals. Nothing would have pleased me more than to have worked out what was being done in those schools which range from one hundred to two hundred pupils because the high school of which I am principal is in that class, but time would not permit as the work involved was too great.

The courses of study sent to me clearly showed the difference in the amount of money the various high school districts have at their disposal. Several principals sent a leaf cut out of the circular of information of the University of California of the list of entrance subjects, and underscored the subjects taught in their school. Others, however, were printed and ranged from neat little cards and folders, to elaborate manuals printed on the very best paper containing cuts of the building, class rooms, athletic teams, etc.

No attempt has been made by me to record the work given in the various commercial courses as time would not permit. Where commercial subjects are mentioned in my tabulations, it was because these studies were given as a part of the regular academic work.

My examination of the various courses submitted often times proved to be a great surprise. A faculty of seven or eight teachers was sometimes employed for a school of but thirty pupils; in some instances this same number of teachers was deemed sufficient for an enrollment of one hundred and twenty-five pupils.

A number of these small schools had a course of study elaborate enough for an institution enrolling two hundred pupils and employing a dozen teachers. How they ever managed to teach the majority of the subjects they offered with a faculty of three or four is a mystery. Other small high schools with a corps of three or four teachers offered a course containing the essentials of a good high school course which would admit pupils at the University of California; but, they offered only four subjects each year, and no electives at all.

In order to collect data which would prove of value, I thought it best to record the subjects taught in the following manner. First, to record the number of schools giving a certain subject; second, if the subject was required or elective; third, if required or elective, in what years required or elective; fourth, if not stated whether required or elective. By following this plan I felt sure that I could list things in an orderly and a logical way.

Soon after beginning my work I found that a number of courses of study would prove of no value to me because of their great indefiniteness. To illustrate, a course would state that German was given two years in the course, but it would not state what two years it was given, or if it was required or elective. The rest of the course would be just as indefinite and it could not be ascertained in what year subjects were given and if they were required, or if they were elective.

Other courses would state that foreign languages was elective in a certain year or years, but there would be nothing to indicate whether the foreign language was German, French, Spanish, Latin, etc. Some courses indicated that two years of history were required or maybe elective. If I assumed that the history was Ancient History and United States History and Government and recorded them as such, then at that very moment I was making a course of study for that high school according to my own idea. If I recorded the Ancient History in the first year, and the United States History in the fourth year I was again doing the same thing, putting things where I though they ought to be. The subject of drawing was mentioned many times, but nothing was stated to determine if it were free hand or geometrical drawing. Many principals remedy this by using the University of California numbers to indicate the subjects.

Before I began work upon this paper I had been a firm believer in a course of study which was about half elective. I did not believe in the "lock step." The state of affairs in the matter of electives in our high schools is in a very confused and disorderly condition and convince me of the need of regulation. You will hardly believe me when I state that in recording the courses of seventy-five high schools, each having an attendance of one hundred pupils or less, that almost one hundred subjects of required and elective work were offered in four years of high school work. This is an average of twenty-five subjects for each year of the high school, and the average pupil carries but four of the twenty-five. * * * (Tabulations omitted for lack of space.)

In my investigations to these, I found one school where work of an entirely different nature was being handled, to which I would like to call your attention. It is the matter of outside activities, or home duties. This school issues a report card for work done each quarter at home. Let me quote from the course of study in order that I may be exact.

"All credits for outside activities while counting for graduation are not as yet accepted by the universities as entrance credits. Credit is given only for continuous, regular, cheerful, faithful performance of duties.

(1) care of the younger children; (2) making and baking bread; (3) preparing meals alone; (4) making wearing apparel or other sewing; (5) scrubbing floors, making beds or washing or wiping dishes; (6) washing and ironing clothes; (7) music lessons and practice; (8) painting lessons; (9) making fires and getting fuel; (10) milking and caring for cows, horses or other live stock; (11) care of automobile or gas engine; (12) working in garden, lawn or field; (13) cleaning yard, outbuildings, etc.; (14) care of bees or flower garden; (15) clerking; (16) basket weaving; (17) picking and marketing fruit; (18) any other work done regularly.

Honorable mention will be given for sleeping screened in, in the open air or in a bedroom with opened screen windows, and well ventilated; also for bringing each term from a dentist a certificate that the pupil's teeth have been examined and are in good condition."

From all of the tabulations which I have made it can be seen that the schools as a whole are providing regulation academic work in English, mathematics, ancient and modern languages, history, science, drawing and commercial subjects.

After provision is made for these subjects, there is a decided effort to provide students with studies of a practical nature; sincere effort is being put forth along five lines of this kind of work; namely, manual arts, domestic arts, agriculture, music and commercial subjects. The courses in these five lines vary from plain manual training, to machine shop work; from simple cooking and sewing, to household management and tailoring; from common agriculture, to farm mechanics and farm management; from ordinary music, to vocal and instrumental technique; and from bookkeeping and typing, to history of commerce and banking.

While all of us believe in the industrial, technical, and vocational work, it seems that as it is now presented in our smaller high schools it is in a very much disordered state. There should be far more uniformity in the matter of elective

The Beacon Light Shining

in

CALIFORNIA

EUREKA

Miss Lillian O. Heilman, Primary Supervisor in Eureka, California, wrote us January 13th, 1916, as follows:

"I am sure you will be interested in the remarkable progress we have made in our Reading in the Eureka Schools since we have been using the Beacon Method, in spite of many difficulties in our way, among them being the fact that my teachers knew nothing about the Beacon Method while some of them were much opposed to a phonic method of any kind.

"All of the Low First classes have finished the Beacon Charts and Primer, both in Reading and in Phonics, and the State Primer, since September, (4½ months) while some of them have partly finished another book. The majority of the High First classes have read more books than those of previous years.

"Four things stand out most prominently in my observations of the Beacon Method:

(1) The independent power for sight reading that it gives the child;

(2) Its content, which is most interesting in its relation to child life;

(3) Its separate study of Phonics and Reading (which is by the word and sentence method in the beginning) until the power of word getting is well grounded, then gradually introducing the phonetic words into the Reading; and

(4) Its initial attack of the word, which is peculiar to the Beacon Method.

"To my mind, the almost immediate power the child gains in recognizing new words is largely due to that initial attack, for the child hears 'Bat' much more quickly when it is sounded 'ba-t' than when it is sounded 'bu-at'; 'rush' through 'ru-sh' than through 'rr-ush,' etc., since there is no unnecessary sound for the child's mind to eliminate before it recognizes the word, while taking the word analytically, the child finds it much easier to say 'trai-n' than 'ter-ain,' when asked to separate the word 'train.'

"My teachers are most enthusiastic about the method now because of the results they have been able to accomplish in this semester, and we are sure of even better results in our next semester's work. You will hear from us again."

Get better results with half the work by using

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studies. While California is such a large state and its surface so much diversified, and the character of its resources vary greatly in different parts, one can readily realize that all of our high schools can not expect to do exactly the same line of work. At the same time, it would seem that many of the courses are out of tune with the rest. Too many variances exist for the good and the welfare of the student at large. It is for the good of the pupil to be working under a course of study that has been carefully planned by those who have had the proper experience in making courses of study. Too often times this is not the case and marked peculiarities creep in.

It would seem for the best interests of our smaller high schools if some plan could be devised whereby these elective subjects of industrial and technical nature could be molded along more uniform lines, and at the same time keep their usefulness. Some strong arguments could be presented as to the advisability of having a higner governing power to pass on all courses of study before they are put in operation, as one is now apt to think that, in the matter of electives, the pendulum has swung too far over on that side.

* * *

HOW LONG DOES IT TAKE TO TEACH A PERSON TO WRITE?

By Henrietta Rodman
In the New York "Tribune."

The three R's are incessantly used as a club to keep all sorts of vital and delightful things out of reach of the children in the public schools.

"How long does it really take to teach a person to write?" I asked A. N. Palmer, the inventor of the Palmer system.

"I'll teach you in five minutes," said Mr. Palmer. "Sit down at the desk. Arms on the desk. Now relax. That's right. Take it easy.

"Here's a pencil. Hold it lightly. Don't clutch. Let it point half way between your shoulder and your elbow. That's the natural way. Don't try to make it point directly to your shoulder as I had to up in New Hampshire, where I went to school.

"What was the good of that? Pencil hid the letter, so I had to twist my body and twist my neck to see what I was writing. Then I had to twist my foot around the leg of my seat to keep from falling off, didn't I? Of course I did; so did you, so did everybody.

"We all twisted our spines and contracted our chests and strained our eyes squinting at the paper.

"Now, push the pencil. Take it easy. Writing's the easiest thing in the world to learn if it's taught properly.

"Don't rest your wrist on the desk, just your forearm and fourth and fifth fingers.

"There's your lever. See how easily it moves across the paper. You could write like that all day, using the big muscles of your upper arm.

"You could write fast, and, what's more, people could read what you wrote. That's the Palmer system.

"Now, push, push, push! That's right. You've got it. That's the right position and the right slant. You didn't have either when you came in.

"I've taught 150,000 teachers to write. They're using my system in 80 per cent of the elementary classes in New York today."

"How long does it take to teach a child?" I asked.

"Ten minutes in the morning, ten minutes in the afternoon. Always take the right position, always take it easy. Two or three years. There's nothing in writing to bother anybody except the old way of teaching it."

"If you were the city superintendent of schools, when would you begin to teach children to write?" I wanted to know. But Mr. Palmer was wary.

"Maybe I wouldn't have a child sit in a school room at all before he was eight or nine years old," he said. "Maybe I'd want him to run around outdoors most of the time, seeing things, and building, if he chose.

"Maybe I'd just give him crayons to play with, and not try to have him make carefully controlled movements at all.

"But I'm not in charge of the schools, and if you're going to begin to teach a child to write when he's six, this is the only way to do it that won't ruin his spine, his lungs and his eyes."

"No trouble with writing except the old-fashioned way of teaching it." Did it ever occur to you that perhaps the difficulty with all learning was in our way of teaching?"

BOY AND JUDGE

John McCallan, a notary of 34 Montgomery street, has written the following tribute to Judge Geo. Cabaniss, that has been printed in a number of Humboldt county papers:

It is with genuine pleasure that we refer to the recent election of the Honorable George H. Cabaniss as presiding judge of the superior court in the city and county of San Francisco, a court consisting of sixteen departments. He has our congratulations.

Judge Cabaniss will be well remembered by old-timers of Humboldt county, he having been educated in the schools of Humboldt county, and having been at one time a reporter on the "Daily Times." He has made good and the people of Humboldt county will be proud of his success and his record. He is a self-made man and is a brilliant example to any boy who starts out in life with a determination to be worth while and sticks to it. His many old friends will cordially welcome him whenever his duties on the bench will permit him to visit the county.

Judge Cabaniss has served the city and state well. Although he has heard many civil cases his work has been principally in one of the criminal departments. He has the disagreeable task of sending men and women to prison, but is known to do so with regret, except in the cases of desperate criminals, and then he acts with firmness. He is just and the unfortunate defendant can look to him with confidence that he will be judged with fairness and broad-minded liberality. He is careful and gets at the facts in a case without delay, having a well balanced and keen intellect. Judge Cabaniss has a keen sense of humor and many times when he pronounces a severe sentence he lightens the blow by a brilliant and humorous remark. He will probably be kept in office many years. His observance of the Golden Rule accounts in no small degree for his deserved popularity.

* * *

TWO WORLD'S RECORDS BROKEN

The following extract from the Boston Evening Transcript is eloquent of the new era in shorthand and typewriting. Two world's records for accuracy broken in one contest is significant of the increased attention being paid to that subject:

"In the speed contests recently held in Chicago, under the auspices of the Gregg Shorthand Federation, Mr. Joseph M. Shaffer, a graduate of the East Boston High School, made some remarkable records. In the 175-word-a-minute class, Mr. Shaffer transcribed 871 words correctly out of the 872 words dictated. One small error (he wrote "parcel" for "partial"—a mistake due to hearing incorrectly) deprived him of the coveted 100 per cent.

"His percentage of accuracy in this test was 99.88; his net speed 174.2 words a minute. This is a world's record, as that degree of accuracy has never before been obtained in any contest at any speed above 125 words a minute.

"The winner of the 200-word-a-minute contest was Mr. J. W. Butler, who made the second world's record by achieving an accuracy of 99.8 per cent. He wrote all but two of the 1006 words correctly, making a net speed of 200.6 words a minute."

HAVE Healthy, Strong, Beautiful Eyes Oculists and Physicians used Murine Eye Remedy many years before it was offered as a Domestic Eye Medicine. Murine is Still Compounded by Our Physicians and guaranteed by them as a Reliable Relief for Eyes that Need Care. Try it in your Eyes and in Baby's Eyes—No Smarting—Just Eye Comfort. Buy Murine of your Druggist—accept no Substitute, and if interested write for Book of the Eye Free. MURINE EYE REMEDY COMPANY, Chicago, Ill.

THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

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(Advertisement)

BIDS WANTED FOR TEXTBOOK IN CIVIL GOVERNMENT

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California a textbook in citizenship for use in the seventh and eighth grades of the elementary schools.

Manuscript or a sample book of the above should be submitted to the Secretary of the Board, at his office in Room 706, Forum Building, Sacramento, on on or before March 6, 1916.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in citizenship," may be submitted on or before the hour of 4 o'clock p. m. of March 6, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.

EDWARD HYATT, Secretary.

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Editorial Notes

More Money

Philander P. Claxton, U. S. Commissioner of Education and head of the San Francisco School Survey, emphasizes in all of his talks the need of more money for the schools. The appropriation of money according to his theory is a good thing even if it leaves the taxpayer bankrupt. There are those who argue that the State should under the inheritance tax law claim for schools all of the individual property. Dr. Claxton's argument puts neither time nor amount limit on the property that should be appropriated for school purposes. In part he is right. There is no question but that the individual without regard to personal use should give to the State money for all the tools, equipment, buildings and teachers that will bring the maximum of efficiency—but with the minimum of expenditure there is a point in education, where money even is dangerous and inefficient. Dr. Claxton voiced rightly, the longing of every human heart, that the next generation should be better than the present one. The aspiration of Hector that his son should be greater than himself, of Napoleon that his son, the Eagle, should rule with greater success than the destroyer of Empires, are in touch with dreams of every father. The aspirations, however, are seldom realized. The dreams do not come true. Why? Is it because Napoleon did not spend enough money on the education of his son? No! Does the poor carpenter of South Carolina, who worked every day for five years, with five days vacation, in order to educate his son, reap a glorious reward? Not necessarily! Do the sons of men who go to the rich state universities and such institutions as Chicago and Columbia Universities lead useful lives? Not always! The men and women who do service for humanity are most frequently from some poorly equipped small college, and ungraded country schools. Even the men and women who have achieved distinction for service, and carry degrees from the great institution in which millions are invested usually have had their elementary training, where money did not count. We hope the survey will wake up the people to be more generous to the San Francisco schools. We have a Board of Education that can be depended upon to do splendid work along constructive lines. Now is the time to lay the foundation for a school system for a city of two million people. The urge of preparedness is on. If the survey, however, only puts the wedge in the financial budget, to pay out a few millions for immediate use, then it will have been of little value.

The survey should work a revolution in our school system. The public school system of our cities have been efficient, but not sufficient. Radical changes must be made. Dollars do not make men. Taxes do not make schools. The survey must strike at the elemental weakness of our schools. It should go into the homes, the conditions of civic and social life of the children outside of the school. It should prove to the taxpayer that for every dollar spent there is a dollar's worth of efficiency credited. It is not the taxpayer, but the result of the schools of San Francisco that is on trial.

The Age Limit

The large cities of California and of other States, will not consider the appointment of teachers who are over thirty-five years of age. This is a pitiful law. The maximum of efficiency is frequently not reached under fifty years of age. If our school system was right along the lines of hygienic living, then the maximum of efficiency could be maintained until seventy. The rules of the Board of Education along the lines of age limit are based usually on institutional pupils. The new graduates of our normal schools and universities must be taken care of. They respond readily to new methods, new rules and new enthusiasms, whether right or wrong. The real teacher is the man or woman with experience. The young men and women for war, but the old men and women for wisdom. They are the teachers. The enthusiasms of youth are often mistaken for the glory of achievement. The taxpayer should insist that the age limit rule for teachers should be radically changed. Now that we have a pension, teachers who have become disqualified through illness, may be retired, and Boards of Education need have no question of conscience for being uncharitable.

Married Women

Now that women have the right to vote do they intend to permit Boards of Education to discriminate in favor of divorcees or single women and men? In many cities in California married women are ineligible for school positions. We know hundreds of capable married women in the schools, whose home duties do not interfere with their achievements as principals and teachers.

Parasites

This word was used recently in the Journal in its application to representatives of text book publishing houses. We think this was unjust. We ourselves are just as much a parasite on the schools. Office holders are parasites of taxpayers, and the taxpayer is usually a parasite on the unearned increment. Our only hope is that we may all like the lady bird, be of some service in our parasitical life.

We should teach the people to reprimand the insincere man or woman who in his blind prejudices calls you a parasite while he sucks the lifeblood of the body politic.

Education Notes

Horace M. Rebok, superintendent of the Santa Monica schools, was in San Francisco and Berkeley on February 10th making a survey of the University, San Francisco and Oakland.

* * *

Hon. Edward Hyatt, Superintendent of Public Instruction, has an important place on the program of the Superintendents' convention which meets at Detroit, Michigan, Feb. 20th to 24th.

* * *

John H. Francis will speak on the "High Points in the Los Angeles Plan" at the Superintendents' convention, Detroit, Mich.

* * *

Margaret Schallenberger McNaught, Commissioner of Elementary Schools of California, E. C. Boynton of the Boynton Esterly Teachers Agency, E. P. Cubberly of Stanford University, Arthur H. Chamberlain, are on the program as speakers at the National Superintendents' Convention at Detroit, Mich.

* * *

Dr. David Snedden, formerly of California, more recently at the head of the public school system of Massachusetts, has been called to an important position in Columbia University.

* * *

Brother Leo has recently returned from Washington, D. C., where he was given the degree of Doctor of Letters by the Catholic University of America. Dr. Leo is a special student of Shakespeare and will give an interpretation recital at the Young Men's Institute Hall on Oak street near Van Ness avenue on March 6th in commemoration of the 300th anniversary of Shakespeare's death.

* * *

The Oakland Board of Education has arranged to experiment with the Gary system of education in the Prescott School.

* * *

Three schoolmasters, now Governors of three of the most important States in the Union, will address the Convention of Superintendents at Detroit, Feb. 24th. They are Governor Brumbaugh of Pennsylvania, Governor Wills of Ohio, and Governor Ferris of Michigan.

* * *

The Board of Education of Sacramento, Cal., has passed a rule that all school activities, whether held on the school grounds or not, must have the sanction of the Board of Education.

* * *

The San Francisco Center and Association of Collegiate Alumnae gave a luncheon Saturday, Feb. 12th at the Palace Hotel in favor of U. S. Commissioner P. P. Claxton and the Board of Education. Mrs. M. Delaney presided. Speeches were made by Dr. Claxton and Supt. of Schools Alfred Roncovieri.

* * *

The Department of Education, University of California, has added a new department for students who expect to enter the field of educational administration, principals and supervisors. The Department is under the direction of Prof. W. W. Kemp.

* * *

Mary Antin, the noted author and lecturer, will lecture in San Francisco at the Native Sons Hall Friday afternoon and Saturday night, Feb. 25th and 26th. A. J. Cloud, Dept. Supt. of Public Instruction of San Francisco, has charge of the arrangements in San Francisco.

* * *

Caspar W. Hodgson, of the World Book Co., sent out a little personal booklet of good luck and wishes showing the beautiful spots around his home at Yonkers on the Hudson, with pictures of his children, in interesting groups. At the Sign of Kanyonkrag is certainly an attractive spot and as a gentle reminder of the genial Caspar Hodgson is unique and interesting.

* * *

Clara Shortridge Foltz, the well known lawyer, orator, and public spirited woman, has issued a magazine entitled "The New American Woman." The Journal contains a number of brilliant editorials in behalf of women, artists, of special literary merit and the paper reflects, the optimistic character, the charming personality of the editor and publisher. The subscription price is $1.50, and published in Los Angeles, Cal.

* * *

H. K. Bassett, who was assistant director of Congresses of the Panama-Pacific International Exposition, has decided to remain in California and devote himself to lecturing and institute work. Prof. Bassett has wide experience as a student, teacher and institute lecturer, who was assistant professor of English in the University of Wisconsin from 1907 to 1914, and has given lectures, recitals and institute addresses in many States. He was a member of the faculty of Summer School of the University of California in 1914 and 1915. Super-

intendents and others may address him at 1523 Leroy Ave., Berkeley, Cal.

* * *

The annual institute of the City and County of San Francisco will be held in connection with the California Teachers' Association, Bay Section, April 18-20, 1916.

* * *

John F. Murray, formerly Supt. of Public Instruction of Colorado, who has devoted the past ten years to civic duties in California, has written and published a book entitled, "Our Public Schools, the Nation's Bulwark, or the Proper Child Development Means Better Civilization," and a subhead, "Why Was Man Created?" Mr. Murray is a forceful writer. The chapter "Money for Schools" is a proposal to have the government handle our school bonds, thereby saving at least fifty per cent of the enormous amounts now paid in interest on these bonds. The book is effectively illustrated.

* * *

Dr. Charles C. Van Liew, one of the Pacific Coast representatives of the American Book Co., formerly president of the State Normal School of Chico, was married to Elizabeth Adams of San Francisco on Saturday, February 12th, 1916.

* * *

Dr. Otis W. Caldwell, head of the Science Department in the University of Chicago School of Education, and author of well known text books in Botany and General Science, recently made a trip to San Francisco via the Santa Fe.

On the way here Dr. Caldwell gave several lectures to Santa Fe employees on the subject "How the Grasses and other Vegetation Help to Make Habitable the Deserts and other Waste Spaces." These lectures are part of an education series which the Santa Fe is providing for the employees.

* * *

Signe Hagelthorne, the noted teacher of physical training, has accepted a position as Director of Physical Training in the Summer Session of the University of California.

* * *

BAY COUNCIL OF GEOGRAPHY TEACHERS

The Bay Council of Geography Teachers, including all teachers of the subject in the Bay Region, is holding monthly meetings for the discussion of geography teaching and geographic materials.

A feature of the winter's work will be on exhibit in which it is proposed to gather representative materials, books, apparatus, maps, etc., available for use. The exhibit will be made a feature of the geography work of the State Teachers Association Meeting to be held in San Francisco in April. Considerable interest has been shown in the plan, and publishers are giving it their co-operation.

The departments planned are as follows:

1.—Maps, Projections, etc. Principal James T. Preston, Franklin School, Berkeley, Cal.
2.—Globes, Tellurians, etc. Principal Sam H. Cohn, Porter School, Alameda, Cal.
3. Teachers' Reference Library. Miss Etta F. Ogden, Oakland Intermediate School, Oakland.
4. Supplementary Reading. Mrs. Addie M. Clarke, Washington School, Oakland, Cal.
5. Text Books for Pupils. Principal John A. Imrie. Le Conte School, Berkeley, Cal.
6. Illustrative Materials, Pictures, etc. Professor C. W. Childs, 488 48th St., Oakland, Cal.; Mrs. Mary W. George, San Jose Normal School, San Jose, Cal.
7. High School Department. Miss Lucille Hewett, Alameda High School, Alameda; Roy E. Dickerson, Mission High School, San Francisco.

The general chairman is Earle G. Linsley, Department of Geology, Mills College, the secretary Miss Lucille Hewett, Alameda High School.

This committee would appreciate suggestions from any geography teachers in the State as to ways of making this exhibit and report of real practical benefit to those who teach.

* * *

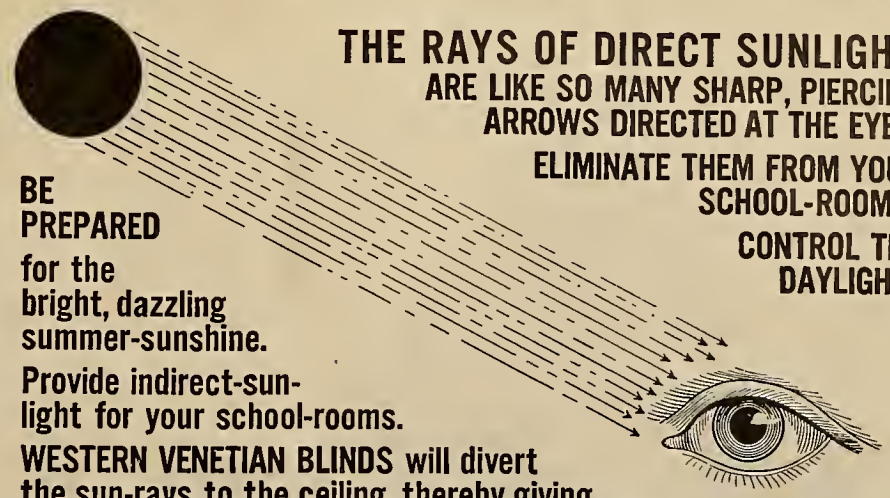
THE OAKLAND SCHOOL SURVEY AND SPELLING INVESTIGATION

The Oakland School Survey conducted under the direction of Elwood P. Cubberly, Professor of Education, Leland Stanford Junior University, has been completed, and the report is ready for distribution. The report of forty-eight pages is characterized throughout by Professor Cubberly's usual keen insight into the really important phases of the situation confronting him, and will be found very helpful to any one who is interested in the problem of the increasing cost of measuring up to what Professor Cubberly has called in his little book "The Changing Conceptions of Education."

The Oakland spelling investigation by J. B. Sears, assistant Professor of Education, Leland Stanford Junior University, is also ready for distribution. This report has been issued as publication No. 1 of the Bureau of Information Statistics and Educational Research, of the Oakland Board of Education, under whose direction the investigation was conducted. The report involves seventy-nine pages and is a thoroughly scientific discussion of spelling efficiency in four different aspects.

A price of ten cents is charged for the "School Survey," and a price of twenty-five cents for the "Spelling Investigation." A complete set of instructions for giving the spelling tests used in the investigation will be furnished free to any city which desires to conduct a similar investigation for comparative purposes.

Orders for either of the publications should be sent to Mr. A. C. Barker, superintendent of schools, Oakland, California.



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SUNSHINE

(By Freeman H. Bloodgood)

[The following article was written by Freeman H. Bloodgood of the State Board of Control. It is such a delightful picture presentation of the great things of earth that we publish it in the Journal so teachers may read and use it as an opening exercise in the schools.]—Ed.

The student and the gardener were walking down the path together. The student said:

"Gardener, what do you see when you look at the sun?"

It was about noon and the gardener was hungry. He looked up and said:

"Oh, I see a copper disc about the size of a dinner plate."

They walked on in silence for a few paces and then the gardener said:

"Mr. Student, what do you see when you look at the sun?"

The student, half in soliloquy, spoke as follows:

"What do I see when I look at the sun? I see the Ptolomies, the astrologers on the plains of ancient Egypt wrestling with the problem of tides and planets and the stellar universe.

"I see the shepherds watching their flocks by night in the silences of the hills of old Judea, as they tried to unravel the mysteries of the change of seasons, the eclipses and the wonders of the heavens.

"I see Copernicus and Galileo and Sir William Herschel and Sir Isaac Newton tugging with the law of gravitation and the problem of our solar system. And then the true solution: That the earth is a sphere; that the sun is in the center and that around it revolve the planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune—held in unerring accuracy to their orbits by the even grip of the Monarch of the heavens.

"I see the mists rising from the Great Deep, caused by the heat of the sun's rays; and the clouds, borne across continents on the shoulders of the wind, drop down their dew in gentle rain to replenish the thirsty earth.

"I see the mountains of the land snow-crowned in majestic grandeur with crystal mist from the sea; and then in the springtime I see the king of day attack it and melt it into rivulets and send it leaping and laughing down the valleys, bidding it make glad the forests and meadows with verdure. And I see other millions of tons of sparkling water finding its way into the hidden chambers of the mountains, to bubble forth in perennial freshness in springs and running brooks.

"I see all vegetable life fed and supported by sunshine, and thereby indirectly all animal life sustained and developed. I see the change of seasons as the sun swings the glad earth through space. In spring, it unlocks the icy fingers of the Frost King, in lake and pond and northern stream, and bids the earth awake.

"'Even the clod feels a stir within,
And climbs to a soul in grass and flowers.'"

"It kisses the slumbering buds and they respond in gorgeous bloom and effulgent fragrance. It ripens the berries, colors the orange, purples the grape, browns the nut and fills the granaries with golden fruitage for winter's cozy fireside. Its warmth invites us from our cloistered dens and puts the pink of health upon the cheek of pallor. It tans the toiler in the field, stores his cells with power to resist disease, and slays the white-plague microbe by the million.

"The rising sun awakes the song of the lark. At its meridian height it calls man from labor to refreshment, bids the cattle on a thousand hills to seek their noonday rest beneath the trees, and as it dips into its golden cup in the west it beckons baby to Bye-Low Land.

"Then I delve into the bowels of the earth and there find coal and oil and gas—all bottled up sunshine—made ready in bygone ages for man's present use and happi-

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THE RESULTS IN DETAIL

(Reprinted from the New York Globe of Feb. 7th)

COMMERCIAL HIGH SCHOOL TEAM
(Isaac Pitman Writers)

	*Gross	*Net	Points
Emil Ellis	120	99.00	118.8
Samuel J. Abelow	100	98.4	98.4
Jack Ellis	100	97.2	97.2
Eugene Rosenstr'ch	100	96.00	96.0
Hector J. Battaglia	100	95.6	95.6
Total			506.0

* Speed per minute.

HIGH SCHOOL OF COMMERCE TEAM
(Gregg Writers)

	*Gross	*Net	Points
Wm. S. Rosenberg	100	98.5	98.5
Saul Denofsky	80	98.5	78.8
Percy J. Manning	80	97.75	78.2
Harold Henigson	80	97.50	78.0
Daniel Friedman	80	97.25	77.8
Total			411.3

AMATEUR CONTEST
(Winners all Isaac Pitman Writers)

Albert E. Marks, Commerce	200	190.6	1
Thos. Kurtz, Wood's Bklyn	140	134.4	2
Joseph V. Gelder, Harlem Evening	120	119.2	3
Rose Feldman, Eastern District	120	117.8	4

Results by Teams

The N. Y. Globe in referring to this contest said: "The chief interest each year is between the teams for the trophy. The presence of teams using two rival systems of shorthand last year added greatly to the efforts of the contestants. This year three systems of shorthand were represented, but interest was keenest in the outcome between the Gregg team sent in by the High School of Commerce and the Isaac Pitman team entered by the Commercial High School. The results are:

"As the total of the net speeds of the Commercial High School team exceeds the total for the High School of Commerce team by over ninety-four points, the Metropolitan Shorthand Contest Committee awarded the trophy, a 30x60 felt banner suitable inscribed, to the Commercial High School of Brooklyn, thus publicly declaring that that school in 1916 in open competition, has demonstrated it is, in shorthand, the banner school of the New York metropolitan district."

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ness. Then there is the diamond, the absolutely pure carbon—crystallized sunshine—the most precious of all jewels, sparkling in perpetual ecstacy from the dimpled fingers of happy maidens, a token of the sacred plighted troth.

"And there is the rainbow flung athwart the sky at eventide, like an arched banner of glory and promise of peace after the artillery of heaven has been silenced and the storm has ceased at the close of day; yet this beautiful spectral effect is but sunshine reflected from the tears of joy of a fleeting cloud.

"Then I look up into the bejewelled dome of the starry heavens at night and behold other myriads of suns around which doubtless circle other worlds like ours, and I say, with the Psalmist of old, 'The heavens declare the glory of God, and the firmament showeth His handiwork.'

"Oh, what do I see when I look at the sun? I see Holy, Holy, Holy Lord God of Hosts!"

Then the student and the gardener, with understanding hearts, looked each other in the face and silently walked on down the path, the student better knowing how gardeners grow weary and hungry through long hours of toil; and the gardener, mute with gratitude for the new vision he had seen, realizing, as must we all, that it is the mission of the optimistic student to open skyward the windows of our soils, that we may find

Songs in Sunshine,
"Tongues in trees,
Books in the running brooks,
Sermons in stones, and
Good in everything."

* * *

'TWAS ALL ONE ITEM

Superintendent J. F. West, of San Diego county, has found it necessary to insist that original bills be attached to school orders or warrants, conforming to the provisions of Section 1543, part 3a. Hitherto an itemization on the back of the order was deemed sufficient, but as that part of the order always went to the county treasurer's office it was not readily available for the archives, and the grand jury requested that hereafter original bills be attached to that part of the order known as "Receipt for Superintendent."

The new system has worked admirably, but it has also been opposed in some quarters where the necessity for the innovation was not understood. Recently Mr. West was obliged to turn back an order that contained the mere item, "One piano, $300," and that lacked the original bill. In a few days the same order was again sent in for approval, accompanied by a formidable sheet of paper setting forth the names of the trustees of the school district as debtors, then a formal bill for the piano as before, followed by the following memorandum:

"This piano happens to be in one piece, which includes the case, pedals, keys, strings, actions, sounding-board, etc., and is all included in one item at $300."

Mr. West and his staff had a hearty laugh over the lady's sarcasm—for it was a lady—and then sent a courteous letter explaining the necessity for the new rule.

Supt. W. H. Greenhalgh of Amador county, died on February 26th. His death was due to stomach trouble. Mr. Greenhalgh was well known and highly respected by all who knew him. He was an efficient superintendent, a kindly man, and a good friend.

(Copyrighted and published by The Prang Company.)

A NEW STATUE OF LINCOLN BY GUTZON BORGLUM

This statue is considered the finest interpretation of Democracy in art in this country. Lincoln is seated on a bench on a level with the American people, where school children can sit beside him.

Charles H. Magee, acting Director of Education, who has been connected with the Government of the Philippines for the past fifteen years, has been appointed purchasing agent of the Commission. Dr. Magee's work at the Exposition as head of the Educational Exhibit from the Philippines was greatly commented on by everybody interested in education. His salary in the new position will be $10,000 per year.

* * *

TEACHERS' HEADQUARTERS

The Hotel Turpin is located in the center of San Francisco at 17 Powell street, near Market. It is conducted by A. W. Turpin, in a most excellent manner. The rooms are clean, well ventilated and comfortable. The lobby is all that could be desired. The editor of this Journal always stops at the Turpin, when in San Francisco. European plan, price $1.00 per day up. Free auto bus from trains and steamers.

* * *

Santa Cruz has a fine new high school building. The architect was W. H. Weeks of San Francisco. The building is so well arranged, so complete in every detail, that the trustees of the Red Bluff High School and Paul Ward, the principal, made a special trip to examine it with a view of adopting many of its excellent features for the new high school building of Red Bluff.

* * *

Joseph Clark of 1511 K Street, Sacramento, for some years teacher in public schools, has spent many years' time and much money in searching State and Government land records. He has prepared lists and maps of overlooked, covered-up State and Government lands, that you may take in nine ways; eight without residence. Some land in all counties.

Mr. Clark thinks if teachers would get even a small tract of land, it would be a practical kind of "preparedness" that would rob the poor-farm of its terrors, in case teachers broke down in health before they taught long enough to get a pension. By writing him, you may obtain a free booklet, and map circular, that contain interesting, instructive, and useful information. He is not a real estate dealer or locator. He is searcher of State and United States Land Records and map maker, and plainly marks results of his searchings on county sectional maps with roads, and other data. He sent a sample map to this office and extracts of a letter from a university professor who states he is pleased with the same.

Book Notes

"Community Civics," by Jessie Field and Scott Nearing; published by the Macmillan Company, New York.

This book brings to boys and girls of the country, and to the boys and girls of the small urban communities essentially rural in character, the problem of their communities. It teaches to those children how to be good citizens, by teaching them in what problems they should be interested, and how to direct that interest intelligently. Civics taught in a rural community must not be theoretical. It must be practical, it must be real. It must be taught in the terms of their own lives, and these children must be able to see and find a ready application. It must lead to that appreciation that results in immediate action. To improve the home, to increase producation, to improve roads and means of communication, to heighten the efficiency of their schools, and exercise a legitimate control over their executive officials, that is the spirit which must be reared and fostered to gain the utmost of good from a rural population for a rural community.

This book brings out many prominent points of the subject in a masterly way. The chapters on the institutions of country life and country life ideals, on the country home, and that home as the center of family life, its relation to the neighborhood, and the mission of the school in the community, are treated in a simple but genuine style—one that leaves an impression.

"Acres of Diamonds," by Russell H. Conwell and his "Life and Achievements," by Robert Shackleton; published by Harper and Brothers, New York.

Russell H. Conwell's "Acres of Diamonds" has already been known to the American public for a long period of time. Now they have been reset and are again to be laid before the public. His ideas and ideals are an inspiration that every young man of worth will seek, and finding it will be enriched.

* * *

"Asmus Sempers Jugendland," von Otto Ernst; abridged and edited with notes and vocabulary by Carl Osthaus, Professor of German, Indiana University; published by D. C. Heath & Company, Boston, Mass.; price 60 cents.

The text has been sufficiently abridged to make its use possible in secondary classes.

* * *

"Kimble's Commercial, Industrial and Technical Vocabularies for Stenographers," compiled from actual experience for the use of schools, colleges, teachers, students, stenographers and typists; by Ebert J. Kimble, compiler and publisher; Mills Building, Room 938, San Francisco, California.

This book covers one hundred and fifty different lines of business and contains one hundred thousand words. It fills a want hitherto felt but not satisfied. It even appears that this is the first book ever offered that can lay a claim to being a real thorough going dictation book. What the stenographer must know is how to write the shorthand outlines for not only a particular vocabulary, nor yet a general one, but a thorough one for all lines of business and professions, and a dictation book embracing such a vocabulary as here offered is unquestionably the surest means to a desirable end.

* * *

"A Practicable Algebra for Beginners," by Thirmuthis A. Brookman; published by Charles Scribner's Sons, New York, N. Y.

This book presents algebra to quadratics, with emphasis upon linear and quadratic equations. Its aim is to present the text by three lines of emphasis; the inductive method, the union with geometry, and the use of the applied problem. The text is practical, based upon the author's experience, and makes every effort to reconcile the subject to the pupil.

* * *

"Readings in Vocational Guidance," edited by Meyer Bloomfield, director of the Vocation Bureau of Boston; published by Ginn & Company, 29 Beacon Street, Boston; price, $2.25.

In this book the editor has compiled many of the best articles, addresses and various contributions to the subject of vocational training. It is a guide and a study. It serves the teacher and the superintendent, as well as the student. The scope and extent of the material gathered in these pages, much of which is now otherwise out of print, makes it valuable to the vocational movement in aiding it to crystallize into a work practicability.

* * *

"Lessons in Elementary Physiology," by Thomas H. Huxley, L. L. D., F. R. S., sixth edition, revised and enlarged; published by the Macmillan Company, 66 Fifth Avenue, New York.

The worth of Huxley's physiology, once before revised by Foster, is so well known as to need neither introduction nor comment. But the progress which the medical science in general has made within the past twenty years, must of necessity require correction where that progress has discovered errors. The present revision has been made by Joseph Bancroft, and according to Mr. Bancroft he has left "faithfully untouched any portion of the fabric in which there was not an actual flaw," only where the structure showed error discovered by the lapse of time, has the work been changed.

* * *

"High School and Class Management," by Horace A. Hollister; with introduction by Lotus D. Coffman, Ph. D., published by D. C. Heath & Company, Boston, Mass.

The purpose of this book is to furnish to teachers and principals of high schools, as well as to those preparing for such work, a brief, but comprehensive, survey of the field. It presents a distinct treatment of its organization and management and of the technique of teaching in its various departments.

The ever increasing size of our cities, and correspondingly large enrollment of the secondary schools, the ever increasing demands made upon secondary education by a system of society and business growing constantly more complex, has made the organization and teaching technique of the high schools a deep study and one of vital importance. A number of these problems are taken up in a practical manner, and discussed from the standpoint of actual experience.

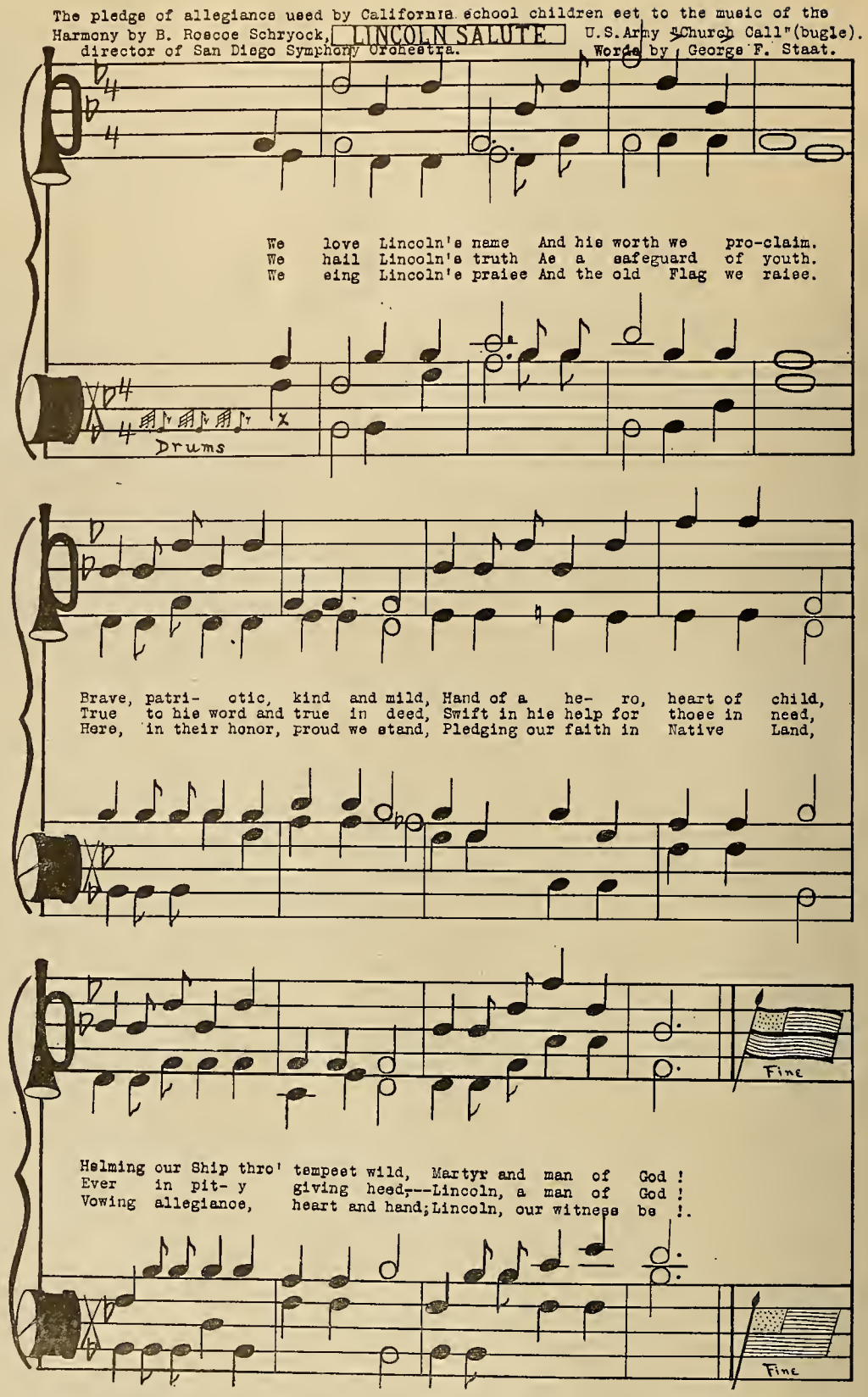
* * *

"School Arithmetics—Grammar School Book," by Florian Cajori; published by the Macmillan Company, 66 Fifth Avenue, New York.

The principal features in which this volume somewhat differs from previous works is considerable emphasis upon vocational problems, drawing upon the home, the farm, the factory and the shop.

A new feature also is the study of curves representing empirical data, such as variations in temperature, of prices of different commodities, stock quotations, etc.

Certain simplifications in the technique and the language of arithmetic have also been made. Emphasis is placed upon fundamentals, and frequent reviews serve to fix facts and processes upon the mind of the pupil.



"Der Wilddieb," von Friedrich Gerstacker, with introduction, notes and vocabulary, by Walter R. Myers, Ph. D., published by D. C. Heath & Company, Boston, Mass.; price, 40 cents.

The story is suitable for second or third year of high school reading. The narrative is interesting, rapid and realistic. The text has been somewhat abbreviated for school purposes, but the author's wording has otherwise been retained. A vocabulary of about 2500 words and some explanatory notes are helpful.

* * *

"A Student's History of Education," by Frank Pierrepont Graves, Ph. D., published by the Macmillan Company, 66 Fifth Avenue, New York. Price $1.25.

According to the author's own words, the present work is not a mere condensation of his "History of Education" in three volumes, but is a work very largely re-written from a new angle; namely, service to our present day education.

It presents a series of clear cut views of past conditions, showing that our present educational situation has been traditionally received, but that it must be analyzed by the student and teacher in the light of conditions with which the teacher is himself concerned.

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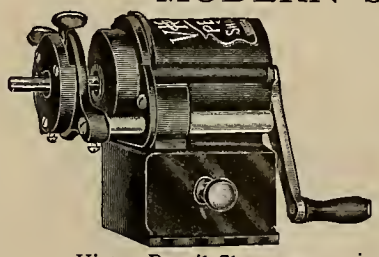
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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, MARCH, 1916 No. 3

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco. April 17-20.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

I'm just come back from an official visit to the frozen East as a delegate to the National Department of Superintendence at Detroit, Michigan. 'Twas a great and inspiring gathering of city, county and state superintendents from all over the nation. The attendance was larger than ever before, estimated by the papers from five to seven thousand. The headquarters were at two great skyscraper hotels, the Fuller and the Statler, just across the street from each other. The big meetings were held at the Arcadia Auditorium, half a mile from the hotels.

Detroit has become one of the great cities of the commonwealth, before we knew it. Actually, it is number seven in the United States. Its rose-colored estimates are 800,000 people, and a more conservative claim is 700,000. Either is big enough, dear knows. Of course, automobiles did it—'twas only about 400,000 at the last census. It is running neck and neck with Cleveland, which is swelling enormously under the stimulus of the steel business.

Automobile City

There are twenty-nine automobile factories in Detroit. It looked quite homey to go about the streets and see the big buildings loom up everywhere labeled Cadillac, Maxwell, Chalmers, Hudson, Hupmobile, Saxon, Dodge, Packard, and, greatest of all, the Ford. I was interested in observing the machines on the streets. The general aspect was about the same as in any city in any part of the country. The Fords were more common than any other, perhaps half as many as all others combined. I was surprised to see that they were not confined to Detroit-made machines at all. There were as large a proportion of Franklins and Wintons and Reos as you would see in any other town.

Each of the great factories has its financial affiliations, its banks and bankers, and trusts and collateral institutions, so that the tall buildings in the downtown districts are associated with and depend upon the automobile industry. That industry is the foundation of the prosperity of Detroit.

The Ford Shops

Of course we went out to see the plant of Henry Ford. In fact, everybody did. Secretary Springer told me that nearly every one who registered asked, first of all, where the Ford works were located.

Woodward avenue is the chief street of Detroit, and the great factory is out about five miles on it. Many parallel street car tracks with many swift trains of trolley cars carry the many thousands of people back and forth, all day and all night, for the works never stop.

We went up to the front entrance. Inside was a great room with a few desks here and there, presided over by eagle-eyed young men. The latest model of a Ford closed car stood on the floor. A dozen guides stood ready. One of the desk men asked us to fill out admission cards, giving our names and residences and the kind of cars we owned. He then called a guide and put us in his hands along with a score of other visitors, and away we went through the shops. It costs many thousands of dollars to take care of the visitors alone. Guides and clerks and printers don't work for nothing.

A Nightmare

I can't give any adequate account of what followed. It was a swift progress through a bewildering phantasmagoria, a nightmare of confused mechanical impressions upon a titanic scale. Acres and acres and yet other acres of men, close together, each one busily working at his job, intent and earnest. Long lines of Ford engines moving along, not one, but many lines—each engine having something done to it by each of many men. Long lines of Ford bodies passing along, each getting its nut or bolt or bar or touch of paint brush from the right one of the multitude. Great trip hammers and shears and rolls working at speed. Cranes roaring along overhead. Furnaces and foundries and vats and tanks, world without end..

The swift moving perpendicular belts looked like a great forest. There were fifty miles of them. There were 25,000 men at work. To do the sweeping of the floors 300 men are required. The engines that make the power use forty tons of coal per hour. In addition, enough gas is used continually to supply all the needs of a city of 100,000 people. Nine regular doctors and a corps of nurses are on duty to take care of accidents and sickness.

Railroad tracks run through the big building and long trains of cars back into them. A finished car runs out every twenty-five seconds. Two hundred carloads go away

A TRIBUTE TO FRANK J. BROWNE

(By Harr Wagner)

Frank J. Browne, died at his home in Boulder Creek, Santa Cruz county, Feb. 28, 1916. Mr. Browne was born in Indiana about fifty years ago. He was educated in one of the smaller colleges of the Middle West. with such men as Horace Rebok and Dr. W. O. Kron as classmates. For several years he taught in the rural schools of Washington, was promoted to a principalship in Seattle, and in 1896, was elected superintendent of public instruction of the state of his adoption. During his term as superintendent his leadership was unquestioned. The course of study issued under his direction took the initiative in teaching agriculture in the schools, encouraged manual training, and the unification of the elementary and the secondary schools. The course of study and his bulletins on patriotism, humane education and temperance were notable contributions to educational literature. He did much of the pioneer work that has placed the Northwest in the forefront in educational leadership. From Washington he came to California and for a time was connected with Hoitt's School at Menlo Park. The State Board of Education held up his credentials, so he took the examination in thirty-two branches before the Alameda County Board of Education and averaged over 95 per cent. Few men possessed such an accurate and general scholarship. About two weeks after this ordeal the State Board granted him a certificate on his credentials. A position was given him as teacher in English in the Polytechnic High School of San Francisco. In 1908 he began to take an active interest in local politics. When asked to be transferred, on account of a lack of harmony with the principal of the Polytechnic High, he was placed on the unassigned list when Joseph O'Connor was the power on the Board of Education. He was an independent in politics, and one of the first men to use his influence to induce Hiram Johnson to take the field for Governor. In 1909 he ran for superintendent of schools in San Francisco on a reform platform, and lacked only a few thousand votes of being elected. Always of a sensitive disposition he refused to ask consideration of the Johnson administration, or of the reform element of San Francisco. In 1911 he took a leave of absence from San Francisco, and accepted the principalship of the Boulder Creek High School. Here he did splendid work, as elsewhere, but always awake to his civic duties, lead the fight to close the saloons in the little town, and made enemies. He resigned from his position. A few months later while on the streets of Santa Cruz he suffered a nervous collapse, which finally ended in his death. He is the author of several texts on English used in high schools. of Browne's Mental Arithmetic, of many articles on the Pedagogy of Shakespeare, and recently was working on the Pedagogy of the Bible. As a writer, lecturer and teacher he was keen, virile and had a fine angle on all modern educational problems. Browne was a man of vigorous political ideas, of high ideals, and of great moral integrity. He lacked, however, the power of using the steam roller to clear the way for his personal advancement.

He leaves a wife and seven children to mourn his death. To his children he left the heritage of a good name, the example of a devoted father, and the integrity of social and political ideas—the kind of ideas that hold the community together. The service he gave will continue to increase in value as the years go on. He had no place in the aristocracy of culture, but in the democracy of educational ideas he was truly a lovable character.

every day. The whole thing is staggering in its immensity.

But enough of this nightmare of mechanics.

Sociological Aspects

The real human interest attaching to Henry Ford and his industrial monster is concerned with his philanthropy, his care of his workers, his profit-sharing, his educational efforts and all that—and thereby hangs a tale too long for me to tackle at one sitting.

Dean Marquis is at the head of the Ford sociological work. He was the brilliant and silver-tongued pastor of the largest and most fashionable and most exclusive church of the city, much beloved and very popular. He made an address to the Superintendents' Convention, heard by a great audience with every mark of interest and attention. He described the Ford plan. Every workman received at least five dollars per day, even the sweepers, and the skilled men much more. But some things were required of those who chose to work for Ford. They were expected to live well, to pay their debts, to do without liquor, to educate their children, in a word to be good American citizens. It was the function of the Sociological Department to continually inquire, investigate, visit and see to it this was done. In so doing one great discovery was made—that the efficiency of a workman very intimately depended upon his home conditions. The man who was parted from his wife—who lived in a state of discord—whose wife was burdened with boarders—who was in a bad domestic atmosphere in any way—was not a profitable or successful workman.

Question for Debate

Now, here comes a delicate and debatable question: Is the American citizen selling his manhood, his independence, for $5 per day, when he takes work that permits these sociologists to go into his home and ask what he does with his money; how he treats his family, what he eats and drinks, what his bank balance is, and a' that? Should he not be entirely free to beat his wife and absorb all the whiskey he pleases and spend his own money in his own way, without question from anybody?

Dean Marquis told a little story about Mr. Ford. At an informal meeting of his associates, all were telling how the Ford machine could be improved. One pointed out objections to the hood, another would change the engine, a third would add a self-starter, a fourth would improve the differential. Mr. Ford listened carefully to all the criticisms and closed the discussion by observing, "Gentlemen, there is only one real, vital objection to the Ford machine. That is, **we can't make them fast enough.**"

The School Teachers' Page

Eliza D. Keith

The United States as a Whole

Last month I spoke of studying the United States by means of railroad folders, and by cut-up puzzle maps, which are to be made from small maps of our country cut up along state boundaries. These arouse the keenest interest in the child, and call for correlation of brain and hand. The child employs his motor activities as well as his brain centers in working out a puzzle map.

From this idea of a puzzle map to be worked out by each individual, I have been inspired to develop a similar device to arouse and hold the attention of the entire class.

Becoming possessed of some old railroad wall maps of the United States, I procured two big sheets of pasteboard, bound together by means of a strip of cloth for a hinge, so that the pair would open and close, as a huge portfolio. One of the old maps I pasted down upon this portfolio. The other I cut up into the several states, and pasted each one upon a cardboard. Later, each state was cut out again and with its stiff backing made a card that could be handled, and would retain its shape. These separate states are distributed to the individual pupils, who are called upon, one by one, to arise, hold up the state, describe its shape, give its capital, its distinctive natural features, its productions; and then the pupil is to take that state to the map of the United States displayed on the wall, the map of lines identical with the states the class are holding in their hands. Each child will place the state upon its proper position in the map,—and as he does so declare what states touch the state which he places upon the map.

This is a game suggested in part by that intellectual parlor pastime of "pinning the tail on the donkey," but I trust it will be productive of more results. We are very delighted with the exercise, and I have forwarded a model to Washington on which to be granted a copyright or a patent—for I believe that it could be made a part of school equipment just as were the box of solids and of plane surfaces, once a part of every class room paraphernalia, in the days when one of the objects of teaching was to give definite information instead of creating hazy impressions—in a child's mind.

By holding each state in his hand, the child will acquire a clear idea of that state's shape, also of its boundaries, something that is not always made clear to the child from his map study.

The teacher, by holding a detached state up before the class, can develop in the class a sense of recognition of any state in the Union, simply from its shape, or some peculiarity of its boundaries.

It seems to me that the possibilities of this scheme, for physical geography, commercial geography, history and industrial development is well nigh endless.

Rabenot's Geography, "The United States as a Whole"

Is a book of two hundred pages, published by the American Book Company, describing "in bold outlines the forms of life and nature which characterizes the United States as a whole. * * * Emphasis is laid upon typical occupations, customs, pastimes and other phases of life."

The author rightly says: "The facts and inferences of geography that please girls and boys are those that are the most useful to the traveler, farmer, fisherman, miner, mechanic, manufacturer, and merchant. * * * the applications of geography to business and industry predominate in this book," which is generously illustrated. The maps deal with such phases of economic geography as railroads, steamship lines, domestic animals, crops, and manufactures. Both maps and pictures enhance the study of contemporary human affairs.

Without hesitation one may declare Rabenot's "The United States as a Whole," the most concise, compact and complete contribution to contemporary geography that has appeared, and if it could be installed among the supplementary readers in use in public schools, it would be to congratulate the children. The Board of Education has already endorsed it as a guide for teachers, and has placed copies in each school as a guide for all future work in the study of the United States. Instead of studying the different sections of our country, piece by piece, the United States as a whole is to engage the children's attention.

In what other way could adequate attention be given to questions of interstate commerce, transportation, with the various products and manufactures of the United States? Piece meal consideration of any subject can result only in narrow-mindedness, provinciality, bigotry, and ignorance. Our feet are set on the earth; but our eyes can soar to the skies and skim the heavens.

A Book for Teachers of Arithmetic

Whenever and wherever the so-called "fundamentals" of arithmetic are either new or weak, Ward's Counting and Table Drill Book, published by D. C. Heath and Company, may be effectively used to teach and drill in the facts of numbers.

Children know how to work examples, but they do not get right results. Why? Because they make mistakes in working the examples. The children cannot add, they do not know their tables, they have been muddled with addition and subtraction, they have been fenced around as with barbed wire by prohibitive directions, from approaching tables; and the isolated facts, in irregular presentation, which have been given them, have developed in them neither readiness, accuracy nor precision.

Drill in tables—in the fractional relations of numbers, is what they need, and Ward's little book of such drills will be a great help to teachers who believe in "line upon line, precept upon precept, here a little and there a great deal."

Why Fatigue?

Fatigue has been called the great mystery. Scientists have studied its phenomena—experimented with the poisons generated by fatigue, and formulated their theories—and yet as one of these scientists declares, the entire subject of fatigue is shrouded with mystery. Here is the reasoning on fatigue which applies to school teaching. Let me condense it as herewith:

In working at one task, the brain acquires a certain momentum which carries it on.

In grade teaching, the periods are short under the idea that a child's attention flags

if not stimulated by frequent changes of subject.

The truth is, both children and teacher acquire a certain brain momentum as the period draws to its close. This momentum is on its way to the climax of the lesson, the clinching of the idea—and the benefit of the lesson would be realized if the period could be prolonged. But at the appointed time, the gong sounds, the subject must be dropped, and, a new subject must be taken and the entire process repeated—of warming up the subject, of acquiring momentum, of approaching the climax, when—the gong again, terminating the period, cutting short the ascent of ideas, and away to another subject!

This keeps up all day long, with what waste of interest, energy and nervous intensity both on the part of pupil and teacher may be imagined. Frequently in racing contests, a false start and its consequent interruption, recall and restart will so unnerve runners who had made the first dash in perfect trim, that they drop out of the race, or refuse to run again, knowing that they can not soon key themselves up to the pitch of enthusiasm, dash and nerve that would make winning possible.

So with the school teacher. The legitimate interruptions at the close of a period, the interruptions by reason of circulars, messengers, calls to the office, questions of inquiry, disciplinary cases, all keep a teacher on the qui vive of on and off that has a great effect in destroying her initiative and weakening her powers of endurance. It is not the electric current that wears out the electric light bulb, it is the everlasting switching, the perpetual on and off that snaps the filament.

Concentration comes by patient continuance in well doing. Too frequent change dissipates power of attention, and makes concentration impossible.

Light as an Asset or a Liability

The United States Public Health Service recently issued a report of an investigation in the women's garment industries in New York.

The report is in two parts, the first covers the health of the workers, the second, the hygienic conditions of the shops. Please note this paragraph:

> "Proper and adequate illumination, is especially important in the garment-making industry, because of the demands made upon the eyes by the work, and the presence of many with subnormal vision among the workers. In addition to inadequate illumination, the lighting of the shops was found to be defective in many instances, because of failure to shield the eyes of workers from glare."

Now this is a report relative to working girls. Will the school survey commission now observing our city schools, offer any relief for the school teachers who are compelled to face the sky light all day long from all the windows of the class room? The glare of the light over the tops of the windows, over the edge of the roller shade, could be modified by a lambrequin of translucent shade material dropped low enough to cover the glare and yet not obstruct the ventilation. Will some one please invent some such device?

For without doubt much of the nervous irritability that seems to be considered characteristic of a school teacher, is due to the excitation of the optic nerve, caused by an undue amount of light.

To calm and quiet restless children, just draw the shades a little! Light is motion!

* * *

SPLENDID OUTLOOK FOR SCHOOLS

Santa Monica, March 14.—"We are only in the beginning in this matter of public education," said Superintendent of Schools Rebok today. Mr. Rebok was re-elected last night by the Board of Education for another term of four years, which will make thirteen years that he has served in this city.

"Santa Monica has only approached its opportunity and today we are working on a proposition that ought to make Santa Monica a Mecca for the best men and women of the whole Southwest in vacation time. With the co-operation and support of the good people of Santa Monica this can be done, and you can have an institution here in the summer that will be as famous for Santa Monica as the Chautauqua has become for Chautauqua, N. Y. It can be accomplished by the honest co-operation of all."

While Mr. Rebok did not disclose his plans it became known today that he and the Board of Education are working along the lines of special school work, a phase of education that is particularly adapted to Santa Monica's advantages as a summer resort.

Mr. Rebok will complete his ninth year as the head of the Santa Monica schools on July 1. When he took charge of the schools the enrollment was less than 1100. Not only has the enrollment increased to 1800 for the day schools, but the high school alone now has about 450 in its night classes. The night school has been one of the advanced features of Mr. Rebok's work here.

New Openings — Enlarged Homesteads. — Nearly TWO MILLION acres GOV'T Land, different counties, plainly marked on COUNTY SECTIONAL MAPS, $2.50 any county. Booklet, Map Circular, FREE. For $2.50, STATE MAP showing 600,000 acres SCHOOL Land opening over State. Order Maps TODAY. Personal checks taken. JOSEPH CLARK, Sacramento.

GREGG SHORTHAND WINS IMPRESSIVE VICTORY

In the New York Metropolitan open Shorthand Contest, January 29th, the one-year team of Gregg students from the High School of Commerce, New York City, showed decided superiority over the three-year team of Isaac Pitman students from the Commercial High School, Brooklyn, as will be seen by the following tabulation:

School	System	Hours of Instruction	Year in H. S.	Average Age	Average Net Speed	Average % Accuracy
HIGH SCHOOL OF COMMERCE	Gregg	200	2nd	15	82.5	97.9
COMMERCIAL HIGH SCHOOL	Pitman	440	4th	17	101.	97.2

Under the Regent's requirements, students with 200 hours' instruction are only expected to develop 50 words a minute on a 60% grading basis. The Gregg team exceeded the normal expectations for 200 hours' instruction by 66%, averaging 82 words a minute with an average accuracy of 97.9%.

To appreciate the full significance of the Gregg team victory, it is only necessary to note that the Commercial High School team received nearly **two and one-half times as many hours of instruction**; that some of the members of the team were graduates and were thus better equipped educationally; that its members averaged two years older; that its accuracy was inferior to that of the Gregg team.

But the most impressive feature of the comparison is that this graduate team from the Commercial High School (Pitman) with 440 hours' instruction merely lived up to the normal requirements of the Regents for 400 hours' instruction, while the High School of Commerce team (Gregg) with 200 hours' instruction **exceeded the normal requirements for 200 hours' instruction by 66% with 97.9% accuracy.**

The work of the High School of Commerce team is impressive evidence of the superiority of Gregg Shorthand in the hands of very young students. It demonstrates clearly its advantages in simplicity, speed, and legibility—advantages that have made Gregg Shorthand the standard system of America, and secured its adoption in more than 67% of the high schools of the country.

Write for Booklet W2 for further information as to the potency of Gregg Shorthand in the hands of young writers.

THE GREGG PUBLISHING COMPANY

New York **Chicago** **San Francisco**

Southern California Section

Under Direction of
HERBERT F. CLARK and FORD M. JACK
Los Angeles Office
443 Wesley Roberts Bldg., Third and Main Sts.

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News and Views.....Ford M. Jack
Ten Minutes for Recess.....Lane Doyle
From a School Room Window. Earl E. Hitchcock

Editorial

High School Salaries vs. Elementary Salaries

In February issue of Sierra Educational News, Superintendent Stevens of Long Beach is quoted as saying that under ideal conditions grammar school teachers would receive $1200 per year, and high school teachers $1600. Mr. Stevens suggests no reason whatsoever for this discrimination between two classes of people in identically the same kind of service. But what reason could Mr. Stevens give, or anybody else, provided the same educational qualifications obtain in each case? If the higher salary for high school work is an incentive for greater preparation for that work, why wouldn't it be good policy to offer the same incentive for preparation for elementary work? Some of us who are particularly interested in the welfare of the smaller children will hail the day with gladness when the servants in that field of service are given an equal consideration with servants in similar fields whose only claim for distinction is a different nomenclature.

Atmosphere Clears as Francis Resigns

The resignation of John H. Francis from the school superintendency of Los Angeles brings to a close a long and bitter controversy. During his incumbency of approximately six years the teaching force of the city became divided into two hostile camps, as indeed had the citizens of the city as a whole as indicated by the Board of Education election last June, when a strictly pro-Francis set of candidates was defeated by a group of strong non-factional, unpledged citizens, the pro-Francis people electing two of the seven members of the present Board. The history of this administration will serve an excellent basis for a book on School Administration which the writer expects to publish within the next year.

Suffice it to say at the present time that the school atmosphere of Los Angeles City will undoubtedly clear and Mr. Francis will be happier by his decision to become superintendent of the schools of Columbus, O.

Mr. Francis is a man of strong personal likes and dislikes, and the fact that such a position he has occupied has given opportunity for evincing such characteristics has no doubt had much to do with dividing the teaching force into strong personal friends and bitter enemies.

The Los Angeles Times, which can never be accused of being unfriendly to the retiring superintendent, commenting editorially on the local situation, recently had this to say: "The good teacher, whether in the ranks of the teaching body or at the head of a school, or at the head of the whole system, needs no boosting, no campaign of publicity or other means to exalt himself or herself in the estimation of the public, to keep the place occupied by such a person in the schools, from the top of the system to the bottom." "Efficiency will tell," the Times says, "and will win its own way, * * * and no boosting, no campaign of fictitious publicity can ever possibly be made to cover up the defects of an inefficient, careless, or conscience-lacking teacher from the top of the system to the very bottom." To prove its sincerity the Times goes on to say: "We have spoken thus with malice toward none, but with charity for all. There is no teacher, no matter how exalted the position held may be, who is indispensable to the schools. The ambitious man or woman in the system would do well to lay to heart the words of Napoleon, 'No man is necessary,' and also that other true and strong utterance, 'He who would command must first learn to obey.'"

The condition calling forth such a vigorous editorial from the Los Angeles Times was one of inharmony and conflicting elements in the school system. It was an occasion for strenuous action on the part of the Board of Education. Such remarks were extremely pertinent to the occasion, and good wholesome advice to all the members of the school system.

Now that Mr. Francis has withdrawn from the field of battle, no flag of truce is needed, for the great heart of the teaching force as a whole beats in unison for the best welfare of the boys and girls whom they have dedicated their lives to serve. The present Board of Education can be relied upon to give due deliberation and careful consideration to the employment of a new superintendent. It goes almost without saying that no local candidate will be considered for a moment. The situation demands a man of scholarly attainments and extensive experience who can come into the field absolutely unbiased as to the issues in the past controversy, and strong enough to stand out independent from all entangling alliances. Nor should the new superintendent, or any superintendent, for that matter, be given "free rein" in assuming the responsibilities of such an office. Any school system is larger than any individual in it, and it is all rank nonsense to turn over to a single person the welfare of any group of children.

It is a time in Los Angeles for a program of harmony and united action. It is a time for some definite reorganization in the school system, utilizing a greater degree of democracy and at the same time secure greater educational efficiency. It is a time to develop better the elementary schools so that half-day sessions can be discontinued, more wholesome conditions be brought about. It is a time to begin some large constructive educational work, beginning at the kindergarten and extending clear through to the high schools, giving every boy and girl an equal chance, assuring to every teacher a "square deal"

(Continued on page 7)

Ten Minutes for Recess

Calomel-by-the-Sea, February 29, 1916.
Editor "Ten Minutes for Recess":

Respected Sir—In a recent issue you stated that I was to leave 'Lasses County, Louisiana, to become a member of the staff of the Sierra Educational News of San Francisco. You were misinformed.

I have come to Calomel-by-the-Sea to found a great educational institution, to be known as Hedd's College of Arts and Grafts. In starting this college I am controlled by two motives: 1 To reduce the astounding amount of ignorance I have found existing in Ventura County; 2 To replenish my pocketbook.

As co-workers in my new work I have interested O. G. Whillikens, Bachelor of Grafts, and R. A. Jinks, formerly connected with the Keeley Institute. Most sincerely yours,

M. T. HEDD, B. I., D. T., and B. V. D.

* * *

DO YOU KNOW

That Los Angeles schoolmasters have a better baseball team than the teachers of any city in the world?

That they admit it?

That they are willing to prove their supremacy to any dissenting team composed of highbrow ball players?

That they have played colleges, semi-professional teams and amateurs, and have won twenty-one of thirty-four games?

If you wish further particulars concerning this husky team, write to William McGorray, care of Los Angeles City School Department.

* * *

BORROWED HUMOR

(Taken from the latest almanacs or heard at the Hippodrome)

A UNIQUE UNIFORM

A band had been formed at a Western normal school, and, as is frequent in such cases, there was not enough money at first for complete uniforms. However, the following notice in the school paper created quite a sensation:

"The Normal School Band uniforms will consist of a cap and a coat at first, with the probable addition of trousers at a later date."

* * *

"Willie," said the teacher, "give me three proofs that the world is round."

"Yes'm," Willie smiled cheerfully, "the book says so, you say so, and Ma says so."

* * *

"So you've stopped eating meat, have you?" inquired the actor. "Who did it—the doctor?"

"No," said the poet, sadly, "the butcher."

* * *

"What is your greatest ambition, Jimmie?" the teacher asked.

Jimmie thought a moment. "I think," he said, "it is to wash mother's ears."

* * *

A SCHOOLBOY'S DIARY

(Glimpses stolen while Henery was not looking)

Tusedy—Got into school 20 minutes late this mornin Techer ast me Henery why are it that you is late, I says it was my Ma's falt cause she is so stubern about warshin my kneck evry mornin wich wasttes a lot of time, Techer says Why Henery your kneck is dirty now, Yes I know I says, it got durty on the way to school.

Fridy—I forgot my Dairy Wedensdy and Thursdy

I learned about makin paragrafts in grammer Wedensdy,

Its very seldum that them techers at Rowan school lern a kid enything

I was goin into school in the mornin and the Janiter says Wipe your feet,

My feet is cleen I says and besides you aint boss of this hear school.

If I aint boss of this school says the Janiter WHO IS;

The Princapull is boss I says,

The Janiter laft Hawhaw, I am Boss kid. Wipe them feet.

When Im a man we will see about that Janiter.

Saterdy—They is to mutch to do today to rite in any Dairy,

Thenk goodness they aint no school on Saterdys

News and Views

Preparedness

With trouble all along the "border" and note after note upon the subject of the "submarine," "preparedness" has been the topic of many a Board of Education meeting in Southern California. While the Los Angeles Board of Education decided against military training by a close vote, San Diego and Pasadena seem to favor some measure of military drill in secondary schools. In Los Angeles and in the adjoining cities, schoolmen are watching with interest the agitation for a citizen's military camp to be located in Southern California. If none is located here, many are planning to join the training camp at San Francisco. It is hoped that the date of opening the session will be advanced that the closing date will not conflict with the opening of the school year in September.

Chautauquas

Rival Chautauqua organizations, with sites lying directly across the Arroyo Seco from one another, are bidding through newspaper advertising columns and in pleas to teachers and others for aid in promoting, constructing and maintaining these proposed branches of the "People's Universities." The field here in Southern California so promising, yet so long vacant, from the failure of those who hold themselves up as our educational leaders, seems to have blossomed forth over night, and there has been a veritable deluge of Chautauqua material. One organization seems as determined as the other that theirs shall be the organization and theirs the site. The idea of peace and quiet, so closely associated with Chautauqua work, seems to have vanished. The cataclysm in Europe again to blame, perhaps.

Recreation in the Municipality

The question of dancing in the public schools, which seems seasonable in its application in various city systems, is being brought up upon petition to the Board of Education of Long Beach. This time the question does not devolve upon social dancing, but upon folk dancing as well. The petitions were prepared for presentation to the Board by the W. C. T. U. of the beach city. Manifestly these uprisings against the policy of school officials who draw no line in what is the school's function to present and what is that of the municipality, as a distinct and separate governmental body, marks the importance of getting some system outlined which will determine the place of recreation in the municipality. Incidentally newspaper reports from New York gave a description of an event in the metropolis when six young ladies furnishing a headline attraction for one of the largest vaudeville circuits in the country, danced a "Spartan Suite" in the snow of Central Park. The company, they said, was that of a former high school teacher in Los Angeles, and was composed of "Angel City High School" girls.

The Ladies

The Schoolmasters' Club of Los Angeles gave their annual ladies' night at the Manual Arts High School on the evening of March 11.

Teachers' Organizations

Two items of news from the East, connect-

(Continued on page 7)

From the School Window

"The Castelar Evening"

"The Castelar Evening," be it known, is a full-fledged bona fide newspaper, composed and edited by the Castelar Evening School, Los Angeles, and printed in due form by the pupils of the Manual Arts High School of the same city, on a press owned by the Board of Education. It is full of meat of a kind easily assimilated by students unused to the toughness and stringiness of some of our English language. It is utilized in giving instruction and practice in reading to the evening classes of foreigners who attend the Castelar Evening School in considerable numbers. Altogether it is a most valuable and entertaining little "human document" for its purposes, and has the merit of bringing the affairs of daily experience in the lives of our apprentice citizenry to the attention of those who need most to familiarize themselves with how to clothe their experiences in proper words. More than this it is a sign of enterprise and good sense, educationally, in the management of the school; as a matter of course, this statement includes, in its application, the principal, R. E. Pollich.

* * *

THE RADICAL IN EDUCATION

The earnest advocate of reform of any kind lays himself liable to be called radical —the word being enunciated with a slurring inflection. The term is merely an epithet, however, when it is used in that manner; and whoso would dare to urge the unpopular must learn to expect contumely far worse than that.

Radicalness may mean the standing distinctly and unequivocally for one idea, preeminently, in the mass of ideas that assail mankind; or it may mean strenuous advocacy.

As far as manner is concerned, we should not, to say the least, be expected to fly to the opposite extreme and become "icily regular, faultily faultless, splendidly null." Rather, if we have the stamina of our convictions, if we have the convictions, and if we are convinced that the portions we have to contribute to affairs are eminently right and necessary to be contributed, it may become advisable to imitate "75's" and howitzers and pour solid shot and shrapnel, propelled by moral force and vim, into the ranks that need it most.

Of course, not always, nor often, should that be our ideal manifestation; for construction as well as destruction has a place in the upbuilding of social well-being. But saying that is not admitting that destruction has no place. It may be as necessary to tear down a building that has gone hopelessly beyond repair, as it may be to build a new building in place of it. Throughout nature, also, construction and destruction seem to be reciprocal processes.

Entering for a moment a world of controversy, that has happily passed by, to secure an example, we may cite Wendell Phillips. Phillips was a professional agitator who was accused of having a chronic case of rabies. Yet Phillips was the finest type of Christian manhood, the rarest moral force, the keenest minded seer, with seismographic conscience delicately set to register the slightest tremor of mankind, and with a prospect on life farthest beyond his time or possibly any statesman we have yet produced.

Instantly there will be disagreement as to that last statement. But the majority of people will no doubt concede that at any rate Phillips had the courage of his convictions, was willing to sacrifice his private life and happiness for the public need, and was effective in the causes in which he engaged. He stands, therefore, as an excellent example of the efficacy and moral value of dissent, of minorities and of destructive criticism. His arraignment, in "The Scholar in a Republic," of the apathy and supineness of scholarship in this country on great moral issues, alone was worth its size in diamonds.

Other work there remained to be done, after Phillips' labors had ended, which was of the gravest import, and which was entirely constructive in character. But who shall say that all the unpopularity that was heaped upon Phillips, on the mere ground of the nature of the task he performed, was justly deserved? More pleasant it may be to win the smiles and acclaim that come from something grandly builded; more pleasant it may be to avoid the antagonisms that sometimes come from handling the dangerous and volatile native truth that may be needed to clear the way; but it is not necessarily the more heroic part.

As for educational matters, there may always be a danger of mincing matters too much, and of cultivating a sort of surface blandness; when the rude truth should be used to jostle us from our self-satisfactions. It may be just as plainly and unescapably our duty on occasion to level a wrong as to erect a right.

Southern Counties News

IMPERIAL COUNTY

At the February meeting of the Teachers' Club of Calexico, appeared Prof. E. E. Rice of Holtville Grammar Schools, with a talk on the systems of education in some of the European countries visited by him, notably England, Germany, and Norway.

Prof. Rice gives a well thought-out commentary and one that might be heard appreciatively elsewhere.

* * *

The present issue of the "Desert Farmer" states that Imperial county has more modern school improvements than any other county in the state.

* * *

The annual track meet between the high schools of the valley was held at El Centro on Saturday, March 11, all the schools being represented. First honors were taken by Imperial.

The basket ball season closed the last of February with Brawley High in the lead.

* * *

A one-day teachers' meeting is being arranged by Superintendent Shibley for early April at El Centro.

* * *

Calexico High School students are now housed in their new building, with much satisfaction to themselves and Prof. Rittenour. The cantata, "Windmills of Holland," was very creditably rendered in the large assembly room on the 15th of March.

* * *

SAN DIEGO COUNTY

When March 18th arrived and the San Diego Exposition was formally dedicated for 1916, the public saw a new exposition, so enlarged in scope by the addition of foreign exhibits that fulfills the demand of the new name, "Panama-California International Exposition."

Exhibits of sixteen nations are being placed, and in the Canadian building alone more than 150 men are working night and day to have Canada's display ready before dedication day. Two buildings were opened to the public this week.

The Science and Education building which contains the Smithsonian Institution exhibits is open to the public under the direction of Dr. Edgar L. Hewett. The Smithsonian exhibits are in charge of Dr. Walter Hough. The famous Luxemburg art collection valued at more than $500,000, which has been placed in the Fine Arts building, was placed on view February 11. This collection will remain until April 1. This collection of eighty great paintings is owned by the French government, and is part of that Republic's participation in the exposition.

Although San Diego boasts of her year-round climate, she will offer the first and only "furlined" amusement street. The Isthmus is now being reorganized and in addition to a score of new attractions, the exposition has obtained 100 animals, including lions, bears, tigers, leopards, monkeys, wolves, pumas, hyenas and kangaroos. The cages for these are being given an 800 foot frontage on the half-mile joy-street. The animals are only six feet from the pavement and free acts will be given twice daily.

One of the big features of the United States government participation at the exposition is the great aquarium of the United States Fisheries. A special building, 102x110 feet is being constructed by the exposition to house the tanks of this display. The front of the building will include a band shell in which band concerts will be offered daily by government musical organizations. Four hundred marines are now encamped on the exposition grounds and within another week the number will be increased to 1000, for the entire exposition period. A battalion of Infantry is on the way to San Diego and a part of the First Regiment of Cavalry is now on the ground. The government display will cover 17,000 square feet, and will be installed in three separate buildings.

The first newlyweds to visit the exposition's newly established "Court of Leap Year" were Mr. and Mrs. John Kiphaut of New York City. Mr. and Mrs. Kiphaut were in the party of Southern Pacific passenger traffic men who are visiting the West on an educational tour. The trip was Mr. and Mrs. Kiphaut's honeymoon.

The details of one of the biggest special events ever offered by any exposition are now being perfected. Ten acres in the very center of the exposition grounds are being made into a motor transportation field for tests of every description. Every make of American automobile will be given opportunity to display superiority in any line, and among the tests to be provided are hill-climbing, strength tests by tugs of war, slow races, gasoline tests, tire changing contests, and head-on collisions to demonstrate durability.

Special attention will be given auto tourists and every person driving a car to the Exposition from a point more than 500 miles distant will be given a commemorative trophy. Parking space will be provided on the grounds free for twenty-four hours, and admission of machines to the grounds will be reduced to 25c.

Recent rains did absolutely no damage to exposition grounds or buildings.

The author of "Curfew Shall Not Ring Tonight," Mrs. Rose Hartwick Thorpe, has written the poem invitation for the Panama-California International Exposition. Mrs. Thorpe, who now lives in San Diego and who is engaged in writing a novel, sent the following charming verse to President G. A. Davidson, of the exposition, a few days ago:

A Dream City on the hills of Balboa
A vine-covered city of magical art.
Her flower-gemmed garments of emerald splendor
Sprang flush from the fount of Earth's generous heart.
She sits like a queen on her high throne of beauty
Her glance reaching far to the west and the east
On the sun-crowned mesa her banquet is waiting—
She graciously beckons the world to the feast.

* * *

SCHOOL HEAD ANNOUNCES IMPENDING RESIGNATION

J. H. Francis, superintendent of schools, announced recently at a meeting of the Board of Education that earlier in the day he had accepted by telegraph the position of superintendent of schools at Columbus, Ohio. No mention of a possible successor to Mr. Francis was made. He can not legally be elected in Columbus before May 1. The vacancy in that city does not occur until next September. Mr. Francis stated he does not intend to take further action in the matter until May 1, when he will probably resign from his present position.

"I am satisfied," he said last night, "that Los Angeles is not only the most beautiful spot in the world, but also has the greatest school system in the United States.

"I have unlimited faith in Los Angeles schools and in the thousands of boys and girls who attend them. Nothing is too good for these pupils in the way of widened opportunities. The best investment a nation can make is in giving its boys and girls a chance to attain higher individual development. I am convinced after a trip East that the schools system of Los Angeles is one of this city's greatest advertisements. If the schools are allowed to go on along the line of present development they must produce stronger men and women. The schools have gone too far and the citizenship of Los Angeles is too keen upon the value of schools to permit any individuals or forces to permanently injure educational institutions.

"There is very little harmony in Los Angeles schools and what really exists is manufactured. Absolute harmony never can obtain in a growing system of any kind. It is impossible to entirely avoid discontent, and complete harmony is an indication of inaction. Reactionary periods will occur occasionally, but they will be only temporary.

"I have to bequeath to my successor the best lot of boys and girls in the world and the best corps of teachers in the country, and I hope my successor may be one of sufficient individuality to develop a policy of his own.

"I am sorry to go. I have been affiliated twenty years with the schools of this city, but twenty years is a long time for a man to stay in any one place."

Mr. Francis was first connected with the schools here as head of the commercial department in Los Angeles High School. He became principal of the Commercial High School in 1896 and principal of Polytechnic High School when it was organized in 1900. He has been superintendent of schools six years.

Mr. Francis received yesterday a letter signed by eighteen commercial and civic organizations of Columbus, headed by the Columbus Chamber of Commerce, urging him to accept the offer made him by the city February 28.

—Los Angeles "Times," March 14, 1916.

* * *

SCHOOLS SHOULD BUY EARLY

Commercial conditions in the United States are at the present time in a very unusual and in fact, an unprecedented condition. Practically all of the commodities which formerly came from European countries and especially from Germany, are now shut off and in consequence there is a steady increase in prices. This applies particularly to school supplies, stationery, etc. The Eastern mills are overloaded with orders, not only for domestic consumption, but for export as well.

Many foreign countries which formerly depended upon Germany and other European sources for their supply are now turning to the United States, and this abnormal increased demand is taxing the factories to the limit.

Not only are prices increasing according to the law of supply and demand, but the cost of articles necessary in the manufacture of goods made in the United States, and which have always been imported, has increased to an alarming extent which necessarily increases the cost production. Just a few instances are noted as follows:

Dye stuffs from 50 to 1000 per cent; drugs from 100 to 1000 per cent, and the following are materials used in manufacture of paper, felts, wires, etc., an average of 50 per cent; sulphite pulps, 200 to 250 per cent; alum, 300 per cent; rags from 50 to 400 per cent; bleaching powders, 1000 per cent; sizing material, over 100 per cent.

Many items of school supplies have already increased heavily, such as pencils, from 30 to 50 per cent; ink from 30 to 50 per cent; paper from 40 to 60 per cent; blank books from 25 to 30 per cent; and there has been some increase in practically everything a school uses.

But the limit has not yet been reached. Some four or five paper factories have been compelled to shut down on account of it being impossible to get raw material, and unless some new source of supply for dye stuffs is located, it will be difficult to manufacture ink.

An important cause of increase in prices on this coast is the matter of freight. Water shipments have been entirely discontinued not only by the closing of the canal, but ships can be used much more profitable in the foreign trade. Transcontinental railroads are being taxed to their utmost capacity owing to these new conditions, and not only does this menace the freight cost, but it will soon be impossible to handle the West-bound traffic without delay.

School trustees should certainly take note of these conditions and place their orders with responsible firms early and thereby avoid not only a possible further increase in cost which is inevitable, but delays in getting what they need as well.

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THE GOLDEN WEST
TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.
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EDITORIAL

(Continued from page 4)

and rendering greater service to the community for which the schools exist.

What Los Angeles needs, what every city needs is an organized social will, not an individual will shaping and controlling the destinies of children, but a group consciousness, amoebic-like in structure, but working as a unit, for only in such a way can real growth obtain.

Charles McMurry and Conflicting Principles

Students of education throughout the country always view with intense interest the appearance of a new book emanating from the pen of Dr. Charles A. McMurry.

A glance at the United States catalog of Books in Print shows that Mr. McMurry has written more than a score of books, and numerous treatises, on educational subjects. Although covering every field of education from kindergarten to administration in his writings, Mr. McMurry's chief interest has been in the elementary school problem, with the materials and methods pertaining thereto. No educator in America or Europe has gone so intensively into this field of educational service, and hence no one can write with more authority on the problems of elementary education than this industrious teacher and scholar. Early in life Mr. McMurry became a devoted student of Herbert. The influence of this famous educational reformer led Mr. McMurry across the ocean into Germany, where he obtained the degree of Doctor of Philosophy from the University of Halle. Returning to America he dedicated his life to the cause of education. He was one of the organizers of the Herbert Society in 1895, and had the honor of being its first secretary.

Feeling that he could render the greater service by teaching teachers to teach children, he became identified with the practice department of the State Normal University at Normal, Illinois, as its director, and later, with a similar position, in the State Normal School at DeKalb, Illinois. While holding this position with the Normal School at DeKalb, he was at the same time superintendent of the DeKalb City schools. This dual position met his ideal as being the supreme opportunity to make direct connection between the theory of the Normal School and the actual work of the everyday classroom. It was in this educational atmosphere that he wrote his numerous books on Special Methods for elementary school subjects. It was from this field that he was called recently to Peabody College at Nashville, to labor in that institution that has for its aim the training of teachers, and which is to serve in the educational renaissance of the New South.

Such a life of service and educational experience pre-eminently fits Mr. McMurry to discuss Conflicting Principles in Teaching, the latest product of his pen. In this book Mr. McMurry indicates the realm of controversy and sets off in definite pains the dualisms arising in teaching and in school management. How to dictate and assist, yet encourage self-activity and initiation; the distinction between help and self-help, interest and effort; over-thoroughness and superficiality; perfection and crudeness; concrete and abstract; form and content are some of the problems ably discussed. Other antithetical elements he classifies as the idealistic and the useful; the serious and the humorous; heredity and environment. He would bridge over the gulf between them and practice by making teachers so well qualified for their work that they would readily see what constitutes the one and the other, and accept a happy medium.

Discussing this point, he says: "The theorist is often satisfied with his theories. He deceives himself with the persuasion that he is doing the important brain work, while the everyday teacher can look after the details. This is a case of self-deception. For the hardest part of any educational process is to make theory work effectively in the classroom." "In other words," Mr. McMurry says, "good class teaching is itself one of the finest of arts, and in no sense a mechanical process for inferior minds. The theorist is not occupied enough with the most difficult phase of his problem." Again, he says: "The theorist has a way, too, of becoming enamored of his own thought creations, and of being inhospitable to those who differ from him in opinion. He is too strongly convinced of the truth of his one theory. He is like Pygmalion, who made a beautiful statue and then fell in love with it."

It is in such vigorous language that Mr. McMurry discusses the conflicting principles in education. His is a plea for a closer touch of the administrative with the teaching force. "Every year," he says, "we have thousands of young teachers who are asking to be guided from the land of theory into the land of practice." He makes the classroom teacher the dominant factor in educational procedure. His is the philosophy, as old as humanity itself, that only through effective development of the little children can social progress be made.

Here in California, where we seem to have drifted into high school extravagance, where we have diverted funds from the elementary channels into intermediate schools with tremendous equipment, we need to go back to Froebel, Herbert and the later apostles like Mr. McMurry and see again the real fundamentals on which true progress is made.

Earl E. Hitchcock on The Radical in Education

The argument is sometimes put forth that one needs to occupy a prominent position, or have a list of titles after his name, to give weight to what he says or does.

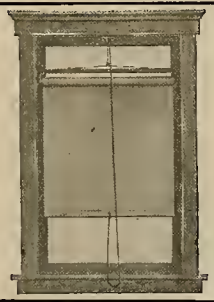
Such a weak and pernicious notion meets ample refutation in the article on another page of this issue of the Journal by E. E. Hitchcock, entitled "The Radical in Education." In this article Mr. Hitchcock makes a clear distinction between constructive and destructive criticism. It is "necessary to tear down a building that has gone hopelessly beyond repair" in order that a new and better structure be built thereon. These two "reciprocal processes" do go on in nature constantly. This non-resistant palliative attitude—so prevalent in America today—doesn't get very far in times of crises. There was need of a Wendell Phillips, to whom Mr. Hitchcock so aptly refers. There is "danger of mincing matters too much and of cultivating a sort of surface blandness."

Mr. Hitchcock is to be commended for the clear-cut analysis he gives and for indicating so clearly the need for both destructive and constructive criticism.

NEWS AND VIEWS

(Continued from page 5)

ed with teachers' organizations, found their way into the public press during the month. The Supreme Court of Ohio refused to dismiss the appeal of the Cleveland Grade Teachers' Club from a decision of the Appellate Court of the State. The decision of the lower court reversing the decision of the Cleveland court, which held favorably to the teachers who were dismissed from their positions for assisting in federating the club with the State Federation of Labor. In another note was the announcement of the organization of New York teachers into a union. This movement, following the introduction of the "Wirt" idea into the New York City schools, is causing some interest.



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DETROIT CONVENTION

By Will C. Wood,
Commissioner of Secondary Schools.

Representatives in the Convention

The meeting of the Department of Superintendence of the N. E. A., held at Detroit, February 21-25, inclusive, was the largest in the history of the department. Practically all of the American states and several Canadian provinces were represented in the great body of five thousand members. Four-fifths of the members, perhaps, were from the Middle West, but even the more distant states were well represented. Thirty-eight state departments had representatives in the convention. California membership included Superintendent Edward Hyatt, Mrs. M. G. Hyatt, Prof. E. P. Cubberley of Stanford University, Superintendent J. H. Francis of Los Angeles, Superintendent G. Vernon Bennett of Pomona, Mr. Arthur H. Chamberlain of the California Council of Education, President Ednah A. Rich of Santa Barbara State Normal School, and myself.

Ex-Californians Present

The meeting served to remind Californians of the prominence of former residents of our state in the educational councils of the nation. Among the ex-Californians whom we met were Dr. David S. Snedden, Commissioner of Education in the State of Massachusetts; Dr. G. W. A. Luckey, Dean of the Graduate School of Education of the University of Nebraska; Professor B. M. Davis of Miami University at Oxford, O.; Professor Sam W. Brown of Ohio State University; President Robert J. Aley of the University of Maine; Professor Joseph Swain of Swartmore College; Professor Thomas D. Wood of Columbia University, and President Charles H. Keyes of Skidmore School of Arts, Saratoga Springs, New York.

California's Representation in the Program

California was well represented in the program. Professor Cubberley read three important papers, one relating to the school of education, another relating to tests and measurements of school efficiency, and the third relating to the function of school boards. Superintendent Hyatt addressed the State Superintendents' Department on "How Not to Train Rural Teachers." Mr. Chamberlain made an address on "The Teaching of Thrift in the Public Schools." Superintendent Francis spoke on "High Points of the Los Angeles System," and I addressed the Association of High School Inspectors on "The California Plan of High School Supervision." Miss Ednah A. Rich addressed the American Economics Association on "The Home Visitor."

The Leading Topics Discussed

The program of the convention was exceptionally interesting and suggestive. The principal lines of discussion were:

(1) The Improvement of Rural Schools and Rural School Teachers.

(2) The Reorganization of Our School System on the Six-three-three Plan.

(3) The Education of Foreigners for American Citizenship.

(4) The Teaching of Thrift.

(5) Standards and Tests of Efficiency.

(6) Vocational Guidance.

(7) The Relation of the School Board to the School System.

The Rural Schools

State Superintendent C. P. Cary of Wisconsin, in speaking of rural school conditions, made the startling declaration that the rural school teacher is entitled to more compensation than is paid the city school teacher. "Conditions under which country school teachers work are frequently distressing," he said. "Generally they lead an isolated life. More frequently than not it is hard to get room and board. There is no social life. Then, too, the country teachers should have more training. They have more work to do and less time in which to do it.

"In our rural schools we ought to develop the study of literature that relates to the country. Some of the finest things in the language are prose passages and poems relating to rural life. All our work in drawing and music should lead to a better appreciation of rural life. What I mean to say is that we ought to arouse the emotions of our rural people—to develop in them real rural-mindedness."

Superintendent Hyatt, in his paper, discussed the need for rural school teachers who are in sympathy with rural life, and pointed out the fact that a large majority of our rural school teachers are city girls trained in city normal schools and therefore lacking in appreciation for, and sympathy with, rural ideals.

Professor Thomas D. Wood of Columbia University maintained that hygienic conditions in the rural schools are disgraceful, and produced statistics to prove that the rural child is less healthy than his city cousin. Governor Ferris of Michigan supported Professor Wood's view, stating that many of the rural school buildings are unfit to house cattle. Professor Wood outlined a rural health program involving medical examination and supervision of school children, dental care, services of school or district nurses, correction of physical defects, co-operation of physicians, health boards and other agencies in a rural health program, better training of teachers in school sanitation, more sanitary and attractive buildings, and the encouragement of wholesome play.

Reorganization of School System on the Six-Three-Three Plan

The plan of reorganizing the school system on the six-three-three plan came in for several lively discussions. At present most American schools are organized on the basis of eight years in the elementary school and four years in the high school. According to the proposed plan, the twelve-year course would be rearranged as follows:

(1) Six years of elementary school work.

(2) Three years of intermediate or junior high school work.

(3) Three years of upper high school work.

In California, Los Angeles, Berkeley, Palo Alto, Pomona and Long Beach have been reorganized, or are preparing to reorganize, on the six-three-three plan. It appears that junior high schools are being organized quite generally throughout the East.

The discussion of this plan of reorganization took the form of two lively debates. Professor Judd of the University of Chicago, in a very able paper, presented the side of the intermediate school. Briefly summarized his arguments for the intermediate school were as follows:

(1) The traditional organization of our school course on the basis of eight years elementary school and four years high school is purely accidental. There is no logical, practical or theoretical reason for maintaining such plan of organization.

(2) The work of the seventh and eighth grades is lacking in vitality and motive. Practically all the subjects offered have been covered by the pupils before they reach the seventh year, and there is little zest in the work when it is being taken the second time over. These years are appraised by most educators as the least efficient in the entire school course.

(3) Individual differences begin to manifest themselves in children at the age of twelve or thirteen years, the age at which most of them begin the work of the seventh year. The eight-four plan disregards these individual differences and holds all pupils to the same course of study until the ninth year.

(4) The intermediate school groups together all early adolescent pupils, including the seventh, eighth and ninth grades. Socially, mentally and physically, these children are so different from elementary school pupils below, and from high school pupils above, that segregation into a separate institution is desirable.

(5) The intermediate school, by introducing certain commercial and industrial work as electives, provides early opportunity for the pupil to "find himself." When a pupil "finds himself," he has a life motive which reacts upon all his work, improving it.

President Pearse of Milwaukee State Normal School presented the argument against the intermediate school. He assumed that an intermediate school is an institution in which a considerable proportion of the children are expected to choose a vocation quite definitely at the beginning of the seventh year. Such an institution is undemocratic; it tends to strategy humankind early in life. Moreover, the intermediate school cannot be established in all communities so we shall destroy the uniformity of our school system. Then again, it is certain to be more expensive than the eight-year elementary school.

In the debate between Professor Bagley of the University of Illinois and Commissioner Snedden of Massachusetts, the arguments offered were essentially the same as in the Judd-Pearse debate. Commissioner Snedden supported the plan of electives in the seventh and eighth grades, and Professor Bagley opposed.

My impression is that the leaders in education, with few exceptions, have accepted the six-three-three plan as the better plan of organization, and the intermediate schools already established are demonstrating their worth. Superintendent Francis, in his address, asserted that statistics of the Los Angeles system established beyond doubt the fact that the six-three-three plan holds pupils in school for a longer period, and enables the brighter pupils to save time and secure greater interest and efficiency in school work.

Education of Foreigners for Citizenship

The education of the immigrant was discussed in several papers. The most enlightening discussion, perhaps, was that of Dr. S. S. Marquis, who is head of the sociological work of the Ford factory. This great

factory, located just outside the limits of Detroit, employs 27,000 men. I should estimate that almost half of the force of Ford employees are of foreign birth. All employees who have been in the service for six months receive five dollars a day as a minimum wage. The Ford idea is that the home is quite as important to business and to industry as it is to the state and to the church, so the Ford management pays a wage that will support a home, and then helps the wage-earner make a home.

"When we find a man is falling off in efficiency we find in most cases that family trouble of greater or less importance is at the bottom of his default," said Dr. Marquis. "Supreme emphasis is placed on right family life, clean family life and a square deal for dependent ones. We are doing a double work of education in the Ford schools. The colleges improve and increase a man's tastes and his means of employment, but do not always fit him to procure the means of satisfying the tastes thus created. We try to take hold of a man and at once improve his tastes, and, by paying a good wage, furnish him the means to satisfy his new wishes."

The Ford schools enroll about 1600 pupils all adult men. The teacher gives the English meaning of sentences through pantomime—perhaps we should say, "living pictures." A class of Polaks, Serbs, Russians, Greeks and Italians, none of whom knows a word of English, is assembled. The teacher, a made-over foreigner, mounts the platform, stretches, yawns, rubs his eyes and shouts, "I awake from sleep." Then a chorus from the crowd, "I awake from sleep." This is repeated several times. Then the teacher opens his eyes and shouts, "I open my eyes," and the chorus answers, "I open my eyes." Thus the daily routine of home life is made the basis for instruction in English. Pupils who have had a good education in their native tongues learn to read, write and speak English with a fair degree of correctness at the end of three months. Those who have had no education in the mother country complete the lessons slowly, some of them learning only one lesson a month.

Standard and Tests of Efficiency

Much of the time of the Council of Education was given over to a discussion of standards and tests of efficiency as worked out by the National Society for the Scientific Study of Education. These tests are published in the current year-book of the society and are too technical in character for a report of this kind. This much may be said, however—it is possible to determine by scientific methods a standard of efficiency in each of the formal subjects for a given grade. In reading, writing, spelling, arithmetic and composition, satisfactory standards have been worked out. The establishment of scientific standards should mean a great advance in methods of teaching in the grades. However, there is this danger—that in seeking to attain these standards, our teachers may neglect the really important element in education, the development of well-rounded character.

Relation of School Board to the Schools

The discussion of the relation of the school board to the schools was very interesting and significant. Professor E. P. Cubberley presented an able paper on the functions of school boards, upholding the principle that the superintendent is a professional leader, and that the school board should defer to him in professional matters. This view was supported also by Mr. O. M. Plummer, a member of the Board of Education in Portland, Oregon. A different view was presented by Mr. Thomas W. Churchill, president of the Board of Education of New York City. President Churchill proceeded to tell the audience the points that a superintendent of schools should possess.

"Let him first be a man," said President Churchill, meaning, of course, to include the women also. "You want one whose main business is the rearing and culture of men. The traditional pattern with the painfully proper speech, chastely devoid of slang and expletive; the type strictly devoid of variation from the conventional, has had its day.

"The perpetuation of a deep and accurate scholarship has long been preached as the purpose of public schools by mild-mannered men who express rather their own instinctive desire than any great public need. Those who founded the American public school system had no such notion. Enlightenment, liberty, self-management, self-government—that is, ability for and desire of, democratic citizenship, each working for all and all for each, was the result expected by the early patriots who proposed in America that education should be free and universal.

"A century and a half of American familiarity with the school manager of the scholar type has failed lamentably to give the school superintendent that confidence and respect which is required to realize the purpose for which the schools were established. The life of the scholar-superintendent, spent among his books, his thoughts guided from infancy on well-trod paths through normal school and university, his purpose encrusted with academic ideals, make him a living yesterday.

"The superintendent must purge himself of the fallacy that scholarship is the main desideratum in himself and the school system. The public does not tax itself for scholarship. It exacts intelligence. Intelligence is common sense; it is the "know how," penetration, brightness, understanding."

Mr. Churchill argued for a greater responsiveness on the part of the superintendent to the other factors in the school system, and especially to the people who support the schools.

While I agree with Mr. Churchill as to the qualities that a superintendent must possess, and the necessity for greater democracy in school organization, I cannot agree that our school superintendents fall as far short in common sense as he would have us believe. We shall accept Mr. Churchill's challenge and appeal to the people, as he suggests. That the people do not regard their school man as lacking in the essential qualities of manhood and human leadership is shown by the fact that the American people have chosen a school man to be President of the United States, and three other school men to be governors of as many of our larger states.

My impression of the school men and women of the nation, gained at Detroit, is that they are going as fast in educational reform as their communities will permit them to go. A hardshell community is represented by the type of superintendent Mr. Churchill described—by "living yesterdays." But all are not of that type. It was my privilege to meet and talk with many "living tomorrows"—men of ability and vision, facing bravely and faithfully the issues of the moment, and reflecting in their faces the dawn of a better and fuller democracy. The meeting of men and women of this type in the Detroit convention has seemed to me well worth two tiresome journeys across the continent.

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Editorial Notes

Efficient But Not Sufficient

The preparation for war is efficient but not sufficient. The Phillistines were prepared but Samson slew them with the jaw bone of an ass. Jericho was prepared, but the walls fell down with the tooting of the horns. The enemies of Gideon were prepared, but he eliminated all but 300 of his soldiers, and brought disaster to his enemies. It was not the long lance of the Barbarians, but the short Roman sword that won victories. The Romans were conquered, not in battle, but by wrong living in times of peace.

The conquest of a nation in war is not necessarily a victory for either side. It is what comes after in the years of peace which determines the victorious side. Lee's surrender meant victory for the North, but the real issue was Lincoln's speech at Gettysburg, and in that speech and the ideals it stood for the North and South had an equal share.

The human intellect is not able when clouded by the smoke of awful battles of today to solve the problem of this country. Our destiny, with that of Europe, is not manifest to even the vision of the seer. We only know this that the urge to military preparedness is in the air. The majority of the people think it necessary, and the burden will be cheerfully met by the American people. However, we believe that somewhere a new Gideon will blow his trumpet, or a new Samson will slay the modern Phillistines with the jaw bone of an ass. Let us hope that when Gabriel blows his horn that then we can see that the story of the ages is the autobiography of a Divine will in human affairs.

Religious Education

If our public school education is to meet the needs of humanity the Jews, Roman Catholics and Protestants must get together and agree on the moral and religious need of our schools. The colorless ethics of modern education may be efficient but not sufficient. The graduates of our state universities must be environed with a gripping conscience, and a backbone worth while. The N. E. A. had a forward look when it placed upon its list of judges to decide upon the best essay on Religious Education, Jews, Roman Catholics and Protestants. The decision was given, Prof. C. E. Rugh of Berkeley; Dr. J. S. Thomas, the Presbyterian minister of Montara, and a student of world-wide modern Christian development says, "The time has arrived for Jews, Roman Catholics, Protestants and the teachers of ethics to have a conference and agree upon a few great religious principles that should be taught in the public schools." There must be no bitterness, no sect, no creed. We must either have religious education in the schools, or else drop our weak moral ethics, and have the parents, and institutions not connected with the public schools do religious training. The Bible and what it stands for has been out of the public schools for two generations in many of the states of the Union. The results have not been satisfactory. We need men of greater spiritual power. We need religion, not of the past, but the religion that the evolution of the race has brought us. A Christianity without creed. A Bible without Dogma. A religion of essentials that Jew, Roman Catholic, Protestant and agnostic may hold as efficient for the public schools. Dr. J. H. Finley, New York State Commissioner of Education, in a recent address said, "The study of the Bible is essential in our public schools for the preparation of life."

The Joy of Age

Grow old along with me!
The best is yet to be
The last of life for which the first was made."

The State Board of Education has put a number of teachers on the list of those who are drawing retirement salaries. We are writing this editorial for the benefit of those who do not realize the full value of age. The joys of youth are so proverbial that the fear of age often times eliminates the peculiar joys of maturity. The "heart of a child" and the brain of a philosopher molded by experience of life are often all the ideals of existence. The wisdom of age, does not embrace a longing for either the newness nor the ignorance of youth. Age makes no demand upon us except that we shall profit by the experiences of life, and shall retain the enthusiasm of childhood. Age is worth while if you find time to read a good book, grow enthusiastic over a fine picture, to love the odor of new mown hay, cultivate cheerfulness and appreciate the breath of a new morning and a rare sunset, lend your ear to the song of bird. Live the simple life and the years from sixty to ninety will be rich in joy and experiences. Keep your mind fresh, strong, keen.

Dr. Nicholas Murray Butler

A few months ago we enjoyed attacking Dr. Butler for the statement in an editorial in the Educational Review that "The great American vice is paying those at the top too little and those at the bottom too much." We enjoy with a rare touch of appreciation, therefore when Dr. Butler in a great address in Philadelphia, gives audience to such noble sentiments as the following:

"I would not interfere for a moment with the internal concerns of any European nation or with their just ambitions, their alliances and their rivalries, but at a time like this I would not throw away the lesson of a hundred and twenty-five years of life and government under the Constitution of the United States. (Applause.) I would make a world figure of Washington. I would make world figures of Hamilton and Jefferson, of Marshall and Webster. I would make a world figure of Abraham Lincoln. I would make their names, their faces, their public acts and the great tendencies and institutions that they organized and represented the property of the whole civilized world for the benefit of all mankind. For this or for any such policy of international influence this nation must prepare.

"Our American ideals are not vague or uncertain. They have been stated for us in language that the whole world can read, in words that will remain forever familiar where the history of freedom is read and studied. They have been written for us particularly in four great historic documents. You will find them in the opening paragraphs of the Declaration of Independence. You will find them in the preamble to the Constitution of the United States. You will find them in Washington's farewell address to the American people. You will find them put with all the terseness of classic literature in the immortal address of Abraham Lincoln on the battlefield of Gettysburg over yonder. Those great documents have stated for us the aims, the ideals and the purposes of this government, as well as the aims, the ideals and the purposes of the people in founding and in maintaining this government. Mr. President, it is for a fuller comprehension of those aims, those ideals and those purposes, for a more complete carrying out of them at home, and for a more effective teaching of them abroad that we must prepare. We must prepare under the leadership of those who, by experience, by training, by discipline and by conviction are able to help us set our feet in these new paths. For it is as true today as it was when the prophet first said it, that where there is no vision the people perish." (Applause.)

Why Not Advertise?

The Journal of Education of London, England, is before us. It contains many pages of advertisements of schools and colleges for men and women as teachers. The advertisements are specific. Here is a sample from the March issue, 1916:

> PENDLETON HIGH SCHOOL, Manchester.—Experienced KINDERGARTEN MISTRESS required for May 3rd for one term or longer. Salary from £105 if able to train students. Applications, with full particulars and copies of testimonials, to be sent to the Head Mistress at once.

In this country the question of professional ethics seems to hang over teachers and boards of education like a big stick. The only so-called legitimate way open to teachers is through the appointment by secretaries of the universities and normal schools. If prejudice should exist there, the teacher has a very poor chance of getting a desirable location. Whether publicity such as offered by advertising would remedy the evils of the present plan of employment of teachers, and haphazard way school trustees secure people, we do not know. We know this, that there is as much real "bunk" in the filling of positions as there is in any other kind of professional or commercial business. Should school boards advertise for the kind of a man or woman that is needed to fill the vacancy in the schools is a problem.

Education Notes

Mrs. Greenhalgh has been appointed Superintendent of Amador county to succeed her late husband, W. H. Greenhalgh.

* * *

Wm. Mack, ex-Superintendent of Amador county and a man who made a splendid record as a teacher and superintendent, has applied for a pension under the California law. While the matter was pending he suffered a stroke of paralysis and his recovery is doubtful.

Hon. Edward Hyatt, Superintendent of Public Instruction, in a recent issue of the Blue Bulletin, printed an excellent article on the efficiency of the rural schools, entitled "The Worm Turns." This article was published in Winship's Journal of Education, and a leading manufacturer secured several thousand reprints and mailed them to people who might be interested.

* * *

The Gallagher-Marsh Business College has secured beautiful new quarters on Van Ness avenue, near Turk. The recitation rooms are very light and convenient, and Robert Gallagher, the proprietor, has a fine private office. The school is having a most successful year.

* * *

The teachers of San Francisco, through a committee composed of Lillian Forsythe, Estelle Carpenter, Alice Rose Power, Mrs. M. M. FitzGerald and others, honored Miss Laura T. Fowler on her 84th birthday. Miss Fowler was an inspector of schools of San Francisco for six years, principal of the San Francisco Normal class, and held many other positions of honor and trust. The Board of Education attended in a body, and George Gallagher paid a very splendid tribute to Miss Fowler.

* * *

Mr. Zaner of Zaner & Bloser, the authors and publishers of the New State writing system, will be at the Central Teachers' Association, April 15th to 17th, and will make an address that will be of special interest to teachers.

* * *

Woodland, Red Bluff and several local towns in the Sacramento Valley are having trouble over religious questions caused by dismissing schools to give the High Schools an opportunity to hear evangelists sing and preach.

* * *

J. A. McKown of the High School at Santa Monica has resigned and accepted a position with D. C. Heath & Co., the well-known textbook publishers. He will be located at Seattle, Wash.

* * *

Mrs. Frances Effinger Raymond, the representative of the Gregg System of Shorthand for the Pacific Coast, has become one of the most popular speakers at teachers' meetings. She is on the program for the Central Teachers' Association at Fresno, April 15, 16 and 17, and at the Bay Section, April 17 to 20, in Oregon before the Commercial College at Corvallis on May 11, 1916.

* * *

THE NEW YORK CITY GREGG EXAMINATION

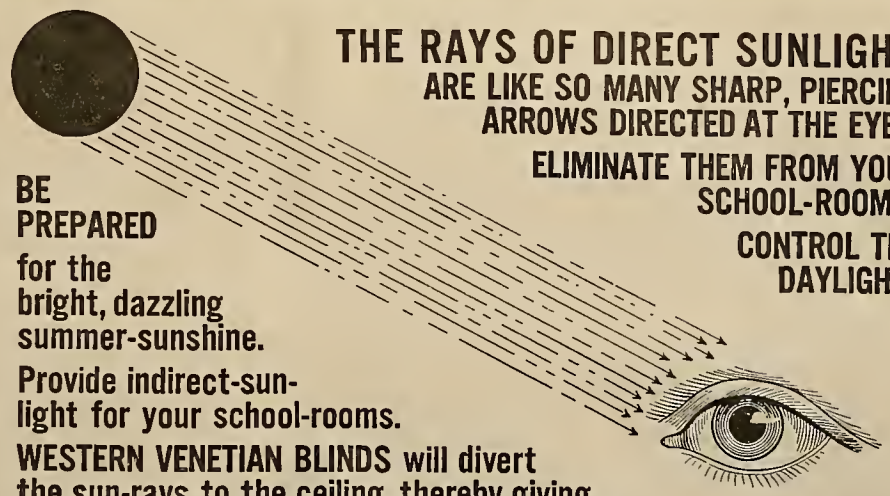
The first examination by the Board of Education of New York City, for regular licensed teachers to teach Gregg Shorthand in the day high schools was held March 7th, in the examination room of the Municipal Civil Service. It was a written examination embracing the principles and practice of Gregg stenography, typewriting, grammar, composition, business forms, standard office equipment, etc. About seventy-five teachers from New York and vicinity and various parts of the East participated, both men and women being eligible. Some questions on pedagogy and psychology were also included in this examination. Oral examination was also given to candidates who lived more than 100 miles from New York City. This consisted of class teaching tests, dictation at a rate of from 85 to 120 words a minute with transcription and questions relating to teaching problems. The object of the examination was to create an eligible list of Gregg teachers for the day and evening high schools in New York City. The examination was held under the personal direction of Mr. Jerome A. O'Connell, one of the official examiners for the Board of Education of New York. Gregg Shorthand was placed on the authorized list of text books to be used in the day and evening high schools of New York, by action of the Board of Education, and is to continue so for a period of five years. The system has been introduced into the High School of Commerce, the New York Evening High School, the Brooklyn Evening High School, and the Williamsburg Evening High School.

* * *

THE C. T. A. CENTRAL SECTION

The Association of San Joaquin Valley Teachers met at Fresno March 14th to 17th, inclusive. There was a large attendance. Among the notable speakers were Dr. G. F. James, Will C. Wood, Margaret Schallenberger-McNaught, Dr. R. G. Boone, Dr. E. R. Snyder, Frances Effinger Raymond, T. J. Penfield, F. N. Lane, Mrs. Effit B. McFadden, Mr. C. P. Zaner and Prof. C. E. Rugh. F. N. Lane of the Fresno schools stirred up a lively discussion on our present text books. The following officers were elected for the year 1916-1917: J. E. Meadows, superintendent of schools of Kings county, president; Mrs. Edna L. Adams of the Fresno high school, first vice-president; James H. McGuffin, Kirk school of Fresno city, second vice-president; Frank A. Bacon, superintendent of schools of Stanislaus county, third vice-president; E. W. Lindsay, superintendent of schools of Fresno county, secretary; A. M. Simons, principal of Visalia schools, treasurer; members of state council: C. J. Bingle, F. M. Lane, Carl Tener, F. H. Borin and W. M. Whiting.

The grammar grade section, and the commercial section were of special interest to the teachers. Those in charge prepared a splendid program.



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SUMMARY OF PROCEEDINGS OF THE STATE BOARD OF EDUCATION

March 6th to 11th, 1916

The Board authorized the indexing and binding of a limited number of Volume One of the Blue Bulletin.

The Board declared that there was no intention to interfere with the plans of the State Normal School at San Diego for the conduct of its summer session.

Authorization was given for the printing of a bulletin on the Consolidation of Rural Schools.

The following resolution, governing accreditation, was adopted:

Resolved, That hereafter it shall be the policy of this Board to make annual revision, at the March meeting, of the list of accredited normal schools and kindergarten training schools, the effect of which annual revision shall be to advance the dates of accreditation so that diplomas showing graduation earlier than ten years prior to the beginning of the current school year shall not be recognized as bases for certification.

All pending applications for the accrediting of normal training schools were denied. The kindergarten training school of Pratt Institute, Brooklyn, N. Y., was accredited.

Recommendations for the health and development certificate were granted to Dr. Don P. Flagg, Los Angeles; Dr. Helena A. Hunt, San Francisco, Dr. M. S. Kelliher, Santa Ynez, and Dr. Margaret Wythe, Oakland.

Unconditionally—Pearle E. Anderson, Mrs. Belle E. Bickford, Bertha Boal, J. N. E. Carpenter, Lola Bliss Clark, Mrs. Emma B. Corbin, Hannah May Crawford, May Downing, Mrs. Laura R. Hampton, Edith M. Hodgkins, Wm. H. Hughes, George Henry Jensen, Alice H. Johnson, Axel E. Johnson, Herbert M. Morley, E. H. Perry, Samuel W. Peterson, Margaret Purdum, Carrie Belle Smith, William Smith, Mrs. Edith L. Stevenson, Ethel Stimson, Caroline P. Timm, John Edward Whistler, Antonio G. Zallio, Mabel Ware.

Conditionally—Lula G. Adams, Chloris Anderson, Bruce Bartholomew, May Pearl Bennett, Alice Helen Bradt, W. W. Carpenter, Mrs. May Cook, Helen E. Crawford, Jesse R. Derby, Elven Ellefson, Lois Goodrich, Myrtle Goodykoontz, Kurt Heller, Mabel C. Hermans, Edna May Ludwig, Beatrice J. Mack, H. M. Monroe, Anna Mary Morrow, Elizabeth C. Patterson, Edna Maud Perry, Roswell C. Puckett, Mrs. Elsa Schumacher, Walter Stairs, George M. Turner, E. R. Utter, L. C. Valentine, James Woodrow.

The Board voted to adopt the Holton-Curry Third Reader, paying a flat price of $975 for resetting the type, in order to change the shape of the page. The adoption to be at the royalty price of 5¾ cents per copy for use of the copyright without plates.

The Board also adopted the Progressive Road to Reading, Books Four and Five, at royalties of 8 1-2 and 9 1-2 cents. The books as adopted to contain more material and illustrations than the present edition.

The Board declared that hereafter it would maintain as a standard for Life Diplomas in special subjects training and experience equivalent to that established for granting the State Board Credential in special subjects.

All credentials in special subjects held by individuals who had not had opportunity to secure a year's experience in teaching, were extended one year.

The list of schools authorized to recommend candidates for special certificates was extended to include the State Normal School at San Diego, and the following institutions of other states:

Teachers' College and Columbia University, New York City.
University of Wisconsin, Madison, Wis.
Colorado Teachers' College, Greeley, Colo.
Ohio University, Athens, Ohio.
University of North Dakota, Grand Forks, N. D.
University of Washington, Seattle, Wash.
Iowa State College, Ames, Iowa.
University of Oklahoma, Norman, Okla.
Simmons College, Boston, Mass.
Stout Institute, Menominee, Wis.
Pratt Institute, Brooklyn, New York.
Bradley Polytechnic Institute, Peoria, Ill.
Oregon State Agricultural College, Corvallis, Oregon.

The Board ordered the printing of 10,000 copies of the Teachers' Manual for the Primer, First, Second and Third Readers.

The Board purchased the right to use the California history manuscript submitted by P. F. Valentine, the same to be included in the new introductory history as a supplement, and that 25,000 copies of the same history be printed as a pamphlet.

It was agreed that the annual meeting provided for in Section 1518a of the Political Code be held in Los Angeles during the week of April 10th.

It was agreed that the next quarterly meeting be held during the week of June 19th.

Retirement Board Business

Ten thousand dollars was transferred from the permanent fund to the retirement salary fund to assure sufficient funds to pay the retirement salaries for the last quarter of the fiscal year.

The retirement salaries of four annuitants were increased by adding one year to the record of each, by application of the new rule permitting the counting of time of calendar years under certain conditions.

Retirement salaries of $500 per annum were granted to the following persons: Francis E. Adamson, Kate E. Conger, Clara M. Diehl, Frances E. Fobes, Arthur Wm. Glover, Maud M. Green, Ella C. Harrison, Kate McDonnell Hyse, Ida J. Johnson, Ella A. Lee, Adelia E. Madden, Katherine Mandeville, Margaret Meehan, Mrs. Mary F. Taylor, Francis M. Strang.

Retirement salaries were granted under Section 14 of the law to the following applicants: Madeline Booth, $400; J. S. Curryer, $450; Ada A. Elder, $250; Mrs. Alma M. Geerecke, $333.33; John A. Herrod, $416.66; Amelia N. Ingersoll, $366.66; Mrs. Margaret Long, $456.66; Mrs. Mary K. Meeker, $300; Mrs. Mary H. Pulsifer, $300; Minnie Wenck, $350; B. F. Young, $450.

The payment of retirement salaries on April 1st, amounting to $38,754.17, was authorized.

Refunds of erroneous deductions, amounting to $147, were authorized.

Miss Mary B. Porter was declared eligible to the benefits of the retirement salary law, under the provision including educational administrators.

Isaac Pitman Shorthand Students Win Sweeping Victory in New York City School Championship

ISAAC PITMAN SHORTHAND WON A SWEEPING VICTORY IN COMPETITION WITH THE GREGG AND BENN PITMAN SYSTEMS, IN THE NEW YORK METROPOLITAN SHORTHAND CONTEST HELD UNDER THE AUSPICES OF THE SHORTHAND SOCIETY (INCORPORATED) ON JANUARY 29th, 1916

THE RESULTS IN DETAIL

(Reprinted from the New York Globe of Feb. 7th)

COMMERCIAL HIGH SCHOOL TEAM
(Isaac Pitman Writers)

	*Gross	*Net	Points
Emil Ellis	120	99.00	118.8
Samuel J. Abelow	100	98.4	98.4
Jack Ellis	100	97.2	97.2
Eugene Rosenstr'ch	100	96.00	96.0
Hector J. Battaglia	100	95.6	95.6
Total			506.0

* Speed per minute.

HIGH SCHOOL OF COMMERCE TEAM
(Gregg Writers)

	*Gross	*Net	Points
Wm. S. Rosenberg	100	98.5	98.5
Saul Denofsky	80	98.5	78.8
Percy J. Manning	80	97.75	78.2
Harold Henigson	80	97.50	78.0
Daniel Friedman	80	97.25	77.8
Total			411.3

AMATEUR CONTEST
(Winners all Isaac Pitman Writers)

Albert E. Marks, Commerc.	200	190.6	1
Thos. Kurtz, Wood's Bklyn	140	134.4	2
Joseph V. Gelder, Harlem Evening	120	119.2	3
Rose Feldman, Eastern District	120	117.8	4

Results by Teams

The N. Y. Globe in referring to this contest said: "The chief interest each year is between the teams for the trophy. The presence of teams using two rival systems of shorthand last year added greatly to the efforts of the contestants. This year three systems of shorthand were represented, but interest was keenest in the outcome between the Gregg team sent in by the High School of Commerce and the Isaac Pitman team entered by the Commercial High School. The results are:

"As the total of the net speeds of the Commercial High School team exceeds the total for the High School of Commerce team by over ninety-four points, the Metropolitan Shorthand Contest Committee awarded the trophy, a 30x60 felt banner suitably inscribed, to the Commercial High School of Brooklyn, thus publicly declaring that that school in 1916 in open competition, has demonstrated it is, in shorthand, the banner school of the New York metropolitan district."

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C. P. ZANER ON THE PACIFIC COAST

C. P. Zaner, author of the new California Writing Books, recently adopted by the State Board, has been spending some time on the Pacific Coast in the interests of education in

general, and penmanship in particular. He was one of the speakers at the recent teachers' convention in Fresno.

Mr. Zaner is a man of national reputation, whenever it comes to the subject of penmanship. In 1888 he established the Zanerian College of Penmanship in Columbus, Ohio, in which have been trained many teachers of writing, and where many Californians have been students. The excellence of his system of writing was demonstrated in his college as well as elsewhere and having stood the test of time, the Zaner system ranks today among the foremost.

An artist by nature and congenial in his manner, Mr. Zaner has made many friends on the Pacific Coast. His lectures have been appreciated, and listened to with profit by his hearers. He believes that poor penmanship is the result of indifferent or poor teaching of the subject, and he has pointed out (perhaps justly), that our normal schools have not given the subject as much attention as other subjects.

Mr. Zaner is the editor of "Business Educator," a journal devoted to penmanship and commercial education.

* * *

NEW YORK UNIVERSITY SUMMER SCHOOL

New York University offers an excellent opportunity to learn Isaac Pitman Shorthand and Office Training. A number of schools advertise that they teach shorthand in three months; New York University has gone one better, and is now announcing the fact that Isaac Pitman Shorthand can be learned there in thirty days. The success of Mr. Earl Tharp of the East High School, Newark, with the elementary classes last summer, and the University's reputation and word behind the above announcement is a guaranty to every student that this is not mere advertising matter, but evidence of the simplicity of Isaac Pitman Shorthand.

The courses will undoubtedly be very largely attended by members of the National Education Association, which holds its annual convention in New York City this year. The thorough curriculum in shorthand and allied subjects ought to attract some of the best commercial teachers from the entire country.

* * *

AGAINST THE MANUFACTURE OF HIGH SCHOOL TEXT BOOKS BY THE STATE

The California Teachers' Association, Central Section, in March, 1915, unanimously adopted strong resolutions against high school text books being published by the state. Among other items the resolution states:

Whereas, it would greatly hamper the work of the high schools, preventing their use of the text books which are best fitted to the locality, and

Whereas, it would tend to stifling of thought and prevention of advance on the part of teacher, and hence of pupil, and

Whereas, the best books could often not be obtained by the state.

Resolved, that in the opinion of the Central Section any removal of the chain of text books from the local high school will result in an inferior education less fitted to local needs, and be a serious blow to our splendid system of high schools, and

Resolved, that we petition the legislators of the valley to oppose such hampering of the high schools and such waste of public money.

The resolution further resolves:

Whereas, it is the concensus of opinion of the teachers in the public schools that the present text books do not fulfill the requirements for which text books are intended; therefore, be it

Resolved by the C. T. A. Central Section, in convention assembled, that at the expiration of the time for which the present text books have been adopted that the State Board of Education be requested not to select and adopt other text books until the same have had a fair and impartial trial by both teacher and pupil, and have received the endorsement of the teachers of the state.

Respectfully submitted,
OSMER ABBOTT,
Chairman.
F. M. LANE,
M. M. WHITING,
C. W. SIMONS,
J. E. MEADOWS.

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Book Notes

Our friend, Dr. Ernest Carroll Moore, now head of the Department of Education of Harvard University, and very pleasantly remembered by hundreds of Pacific Coast school men and women, who knew him either as teacher at the University of California, as institute instructor, or as superintendent of schools in Los Angeles, has written a most illuminating book under the title "What Is Education?"; published by Ginn & Company.

Without the slightest suggestion of dogmatizing he digs deep into the educational problems of today, and in a simple, unassuming manner separates the true and false. He does not label things as true or false, but very subtly and surely leads the reader to do his own labeling. Whether one's special interest is the value of a college education, or the need of vocational guidance, or the efficiency of speed tests, or the best method of teaching penmanship, he will be helped by the author's treatment of his special interest. The good and the evil of the present-day efficiency methods are pointed out in so straightforward a manner as to bring relief. Dr. Moore is not a radical in opposing the old regime or in criticizing the foibles of the day; he is a clear-visioned conservative, and one may safely prophesy that if the book gains the wide reading that it seems to deserve, it will have an incalculable influence for good in education.

A booklet of outlines to accompany "What Is Education?"—price ten cents (10c)—will be sent free of charge by the publishers to any teacher who is interested. The text itself will be sent to any teacher, postpaid, for $1.15—the list price is $1.25.

* * *

"Pitman's Commercial Spanish Grammar," by C. A. Toledano; published by Sir Isaac Pitman & Sons, Ltd., London, 2 West 45th Street, New York; price, $1.00.

This book contains in its exercises and conversations an abundant commercial phraseology, and at the same time a thorough treatise on Spanish grammar. Those rules and illustrations which would be too cumbersome in the body of the book are given in appendixes which the student will find of extreme use for reference. A synopsis of Spanish conjugations compiled on an original plan, will be found of great aid in mastering the Spanish irregular verbs. It is both a practical commercial grammar and a complete grammar of the Castillian language, written by a competent master as well as a commercial man of long experience.

* * *

"Pitman's Commercial Correspondence in Spanish," by R. D. Monteverde, B. A.; published by Sir Isaac Pitman & Sons, Ltd., London, 2 West 45th Street, New York; price, $1.00.

This work gives all the letters contained in other editions of the work, and there is in addition a full account of the Spanish weights and measures and the Spanish coinage. Facsimiles of all important business forms and documents in Spanish are an important feature of the work. A very complete appendix of commercial idioms adds to the value of the work.

* * *

"How to Know Your Child," by Mirian Finn Scott; published by Little, Brown and Company, Boston, Mass.; price, $1.25.

The author's purpose in this book is to convey to fathers and mothers, what children have in the course of many years taught the author. It presents in its chapters the vast riches which by many parents are but dimly perceived, if at all, and to help those parents recognize and develop this human wealth.

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Teachers will find an exceptional opportunity to combine work in the regular departments with such review work as they may desire. This is because of the fact that during the summer term the regular work of the University is offered the same as during the other terms of the year. Many enter for review work only. Others by attending consecutive summer sessions complete a course of study, while others enter to take up special subjects.

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, APRIL, 1916 No. 4

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

What Is Your Rainfall?

The geography teacher often has occasion to speak about annual rainfall, a most significant factor in agriculture. Often the question of the rainfall in the home neighborhood comes up. No State is more remarkable than this in its wide variations in rainfall within narrow boundaries.

Some one has given me the figures for Branscomb, in Mendocino county, for the past fifteen years. The lowest in that time was 55½ inches in 1910; the highest 130 in 1909. In 1904 it was 115; in 1907, 108½; in 1902, 120½.

Branscomb is a nice little settlement in the redwood forests, not far from the sea. It is a splendid region for gardens. The corn, cabbage, turnips, and other vegetables grow wonderfully, produce lavishly, and are so tender, sweet, and delicious that they make your mouth water. Berries, cherries, peaches are large and luscious. The murmuring pines and the redwoods of the neighboring forest primeval are tall and bearded with moss. So much for a rainfall of one hundred inches in California.

New York's Troubles

I observe that New York City, too, is having trouble with precocious youngsters who imagine that they want fraternities rather than bottles of milk. The New York Tribune makes the following remarks on the subject:

"No secret society club or organization is hereafter to be allowed in any high school in the city. The board of education has ordered all pupils who refuse to quit their fraternities to be barred from class and school honors and participation in athletics. * * * * *

"The public school is no place for the building up of a caste system. There is no objection to clubs, to which the tests for admission shall be scholarship or general standing. But there is decided objection to exclusive organizations which reject a worthy and respectable student because of the color of his eyes or the shape of his nose.

"That sort of thing is bad for those who benefit by it. The caste system may help some in some ways, but it hurts in many others. It does no boy any harm to get acquainted with the fact that his neighbor is human just the same as he is.

"The boy who gets the idea that only those admitted to the Eata Bita Pie fraternity are fit to associate with, leaves school to start in life with a handicap. The world will knock that idea out of him unless the frat idea makes of him a hopeless cad.

"We want to turn out something better than cads."

What Is Patriotism?

Some time ago I printed a letter from a business man challenging the propriety of teaching school children views reflecting upon the honor or patriotism of our country. The following reply has come from a principal far away from the challenging business man:

"I cannot help saying that I disagree with you in regard to the letter from the Southern California business man concerning teaching history in the schools. Four years ago I made a remark similar to the one referred to, concerning the canal zone, in my seventh and eighth grades, and told my pupils when they questioned my patriotism that I was then and there talking to the voters to be, and they were to be the makers of public opinion a few years hence, and I was sure that before many years the United States Government would right the great wrong to Colombia. At least half a dozen of these pupils came around to have a talk with me last year when the new treaty with Colombia was pending.

"To me the greatest reward any teacher can expect is the betterment of government brought about by the pupils that may have come under his influence. We do not want to rock the boat while it is in perilous waters, but it may do some good to point out the mistakes of the pilot. A nation should have a conscience not seared by wrong doing. Might never made right.

"Yours truly,
"R. J. Custer."

Charter Day

The great event of the year for the University of California is Charter Day, March 23. It is not an occasion for light merry-making, but one of solemn dignity, of formal observance. This year I was able to take part in the whole ceremony, to experience it in its entirety.

At 10 o'clock in the morning the whole faculty and the regents marched in stately procession from the square in front of the library to the outdoor platform of the Greek Theatre. They were clad in the purple and gold of academic caps and gowns or in the impressive shininess of tall silk hats and long black frock coats. The faculty alone is now a lot of people—nine hundred in number. The whole aggregation grouped itself upon the solid platform

IMMORTALITY

(Lines written by the late Joseph Jefferson during a summer cruise with Grover Cleveland and Commodore Benedict on the latter's yacht "Oneida.")

Two caterpillars, crawling on a leaf,
By some strange accident in contact came;
Their conversation, passing all belief,
Was that same argument, the very same,
That has been "proed and conned" from man to man
Yea, ever since this wondrous world began.
The ugly creatures,
Deaf, and dumb, and blind,
Devoid of features
That adorn mankind.
Were vain enough, in dull and wordy strife,
To speculate upon a future life.

The first was optimistic, full of hope,
The second, quite dyspeptic, seemed to mope.
Said number one, "I'm sure of our salvation."
Said number two, "I'm sure of our damnation;
Our ugly forms alone would seal our fates
And bar our entrance through the Golden Gates.
Suppose that death should take us unawares,
How could we climb the golden stairs?
If maidens shun us as they pass us by,
Would angels bid us welcome in the sky?
I wonder what great crimes we have committed,
That leave us so forlorn and so unpitied?
Perhaps we've been ungrateful, unforgiving.
'Tis plain to me that life's not worth the living."

"Come, come, cheer up," the jovial worm replied,
Let's take a look upon the other side.
Suppose we cannot fly like moths or millers,
Are we to blame for being caterpillars?
Will that same God that doomed us crawl the earth,
A prey to every bird that's given birth,
Forgive our captor as he eats and sings,
And damn poor us because we have no wings?
If we can't skim the air like owl or bat,
A worm will turn 'for a' that.'"

They argued through the summer; autumn nigh,
The ugly things composed themselves to die.
And so, to make their funeral quite complete,
Each wrapped him in his little winding sheet.
The tangled web encompassed them full soon,
Each for his coffin made him a cocoon.

All through the winter's chilly blast they lay,
Dead to the world, aye, dead as human clay.
Lo! spring comes forth, with all her warmth and love,
She brings sweet justice from the realms above;
She breaks the chrysalis, she resurrects the dead,
Two butterflies ascend, encircling her head.
And so this emblem shall forever be
A sign of Immortality.

and gazed at the multitude assembled below; and the multitude gazed back at them with interest. A great orchestra was in the midst of the audience, which from time to time discoursed dignified and excellent music. There were only two speakers: President Wheeler and President Geo. A. Vincent of the University of Minnesota.

The President

President Wheeler's address consisted chiefly of a catalogue of the many gifts, donations, bequests and contributions that had come to the university in the past year. Their name was legion. There was money, in princely sums from wealthy men and women living or dead, and in modest offerings scraped together with difficulty by classes or student organizations. There were books, libraries, collections of plants, birds, minerals, fossils, archaelogical specimens and everything of the kind. Over an hour was consumed in reading the list.

Orator of the Day

Next followed the formal orator of the day. He is a wonderful public speaker. He is the son of Bishop Vincent, the Chautauqua lecturer, well-known for many years in every quarter of the United States.

President Vincent is the despair of stenographers. His words gush out in a swift, never-ceasing torrent, tumultuous, glittering, scintillating, flashing in the sun, as they flow rapidly down the stream. There is never a second's wait for anything, no halts for emphasis, no pause for a reply, no slightest hesitation for a word,—the fountain never slacks, but bubbles forth abundantly, steadily, hours at a time. And, mind you, it is as good as it is abundant—every word is chosen exquisitely to its purpose, every figure is beautifully appropriate, the discourse is wise, witty, forcible, humorous. 'Tis a real treat to hear it. Some there were who whispered that it was a feat of memory and not the free flow of off-hand speech that it seemed. I care not whether that be true or not. If it was done by memory, then give us more of such memories. Do you remember that Lincoln said, when Grant was accused of drinking whiskey, "Give us more of that kind of whiskey!"

Talked About What

The subject? Well, it was about the war. Haven't you noticed that nobody talks about anything any more in public without bringing in the lamentable strife of brother against brother across the seas? It occupies the mind of all the world, it fills the common conciousness to the exclusion of pretty much all else. The newspapers get tired of it and try to relegate it to the third page sometimes or to the sixth page. But they have to return. The public won't stand for it. People want the war on the first page. They've got the habit.

Vincent showed that we couldn't have peace without honor, and other related things too numerous to mention.

Charlotte Russe

Upon dismissal the great audience dissolved into its elements and melted away in high priced automobiles, low down jitneys and vulgar street cars—some even had the temerity to walk. As for me, I swelled myself all up, assumed my haughty manner and climbed into a limousine car that apparently cost ten thousand dollars. And, mind you, nobody made me get out. I rode in triumph to the presidential mansion, where Mr. and Mrs. Wheeler gave a formal luncheon to the Regents, the orators and the other dignitaries who could stand up under a silk hat.

'Twas a jam-up fine lunch, too, served in exquisite taste, with every detail just exactly right. I guess the wife of the president heaved a heartfelt sigh of relief when it was over and nobody killed. The lovely flowers, the beautifully gowned ladies, the elegant rooms of walnut, oak and marble, made a scene long to be remembered.

And there was charlotte russe for dessert—a lovely, soft, smooth, delicious, languorous creation that was beyond the dreams of avarice.

'Twas neither a pudding nor a cream nor an apotheosis of a flapjack, but a harmonious blending of the souls of all three. Ah, there my friends, I struck my gait, and was wafted away on the wings of the morning, transmuted, lifted above all sordid things. It was some pudding!

The Campanile

After lunch we went to see the Campanile. It is just completed, but not yet thrown open to the public. It is a tall, slender, sharp pointed needle of white granite pointing to the sky, so tall and noticeable that it is a landmark for all the country round. It is one of the features of the university plans and it looks down on the rest of the world. An elevator runs up and down inside the shaft and one can go up to enjoy a noble view and a piercing wind at one and the same time. It is pronounced Cam-pan-ee-lay, but I guess it will settle down in common parlance to Cam-pan-ee one of these days.

I have heard some question of the use of this slender structure, built of solid granite and costing so much. It cannot house anything of value, cannot be used for any educational work. It is only to look at, and adds nothing to the utilitarian resources of the institution.

But that is a wrong view. The university is building gradually to a plan, an ideal. Years ago, Mrs. Hearst gave a fortune to secure the best plans attainable, something to work toward in the future. The campanile is a part of those plans. It stands on the Berkeley hills, overlooking the Golden Gate. It marks the university to all who see the landscape from sea or land. It is dignified and fine, and will take its place as a distinguishing mark of the university life and tradition. Man cannot live by bread alone.

New Building Launched

Next, we went down to assist in the ceremony of laying the cornerstone for another of the splendid granite buildings that are growing up on the campus—Wheeler Hall. The big cornerstone was hanging to a derrick, ready to lower to its place. It was inscribed in letters carved deep in the solid stone "Benjamin Ide Wheeler." Now that's my idea of the summit of earthly grandeur. This building will stand for centuries. It is made to endure. Countless tides of young people will ebb and flow about its base. This name will continue to be a part of the familiar conversation, will live in the every day speech of people very much alive, long after you and I and he have crumbled into dust and been forgotten! How small our daily troubles seem, our schemes and plans and hopes and hates, as we gaze upon that stone!

There was a great crowd assembled. The usual coins and newspapers and records were deposited. The usual speeches were said, the songs were sung, and the dignitaries advanced one by one and paddled in the mortar, while hard-faced workmen steered them and did the real work. The stone was lowered into place. The ceremony was over.

The Reception

Finally, we went to Hearst Hall to a reception. Hearst Hall is a remarkable structure, big, wide, all embracing, and made of common shakes, split out of the redwood forest. It is a triumph of the artistic over the commonplace, to see this commonest of building material changed into a commodious and useful creation, a great auditorium, by the genius of an architect.

The reception was tremendously dignified. There was a long "line," to receive, headed by the president and his wife and by Dr. Vincent and his wife. The visitors fell into line two and two, and approached the official receiving line in fear and trembling. A feature new to me was introduced in having a score or two of the younger and livelier members of the faculty to mingle freely with the outside throng, fall in line with them, walk with them down the receiving line, making conversation and introducing their accidental partners to everybody as if they were old friends. Then at the end of the line they would drop out and rush around to the front again and do it all over again with some one else. In other words these young professors were the bell-wethers of the flock, steering them along and seeing to it that they made no bad breaks. Of course, all and sundry, receivers and received, were like McGinty, dressed in their best suit of clothes.

After this, it was six o'clock, so we knocked off work and called it a full day.

* * *

THE CALIFORNIA TEACHERS' ASSOCIATION.

Bay Section.

A. J. Cloud and W. L. Glascock, secretary, prepared a fine program for the meeting of the C. T. A., April 17 to 21, 1916, in San Francisco. The principal speakers were Henry Kendall Bassett, Sam M. Shortridge, John H. Francis, Mary Antin, John Kendrick Bangs, Miss Agnes Regan, Frederick Burk, A. A. Macurda, P. P. Claxton, Dr. M. S. McNaught, and many others. C. J. DeFour of Alameda was elected president for 1917. The meeting was successful. Dr. Frederick Burk was at least one speaker who showed in his address that he had time and desire to do a little thinking during the past year.

* * *

INDUSTRIAL ART TEXT BOOKS

(Reprinted from "The School Arts Magazine," Boston, Mass.)

During recent years thousands of progressive teachers, scattered all over the United States, have been steadily enriching their school work by making "drawing" more significant to children. Little by little, through "busy work" and "applied design" new projects and materials have been introduced, new methods have been developed, and a new orientation of thought has been established. The watchword of the leaders has been **the development of taste and skill through beautiful handwork of every kind significant to children.** Drawing, the making of marks on paper, has long been recognized as but one means to that end.

To Bonnie E. Snow and Hugo B. Froelich belongs the honor of having organized all this into the form of a progressive course of instruction, and to The Prang Company belongs the honor of having made this available in a series of text books. To Mr. George W. Koch belongs the honor of having illustrated these books so skillfully and so effectively that they constitute indeed "A New Note" in art education.

No supervisor of drawing can afford to neglect them. They deserve and undoubtedly will achieve an international popularity.

SOME AESTHETIC ASPECTS OF SCHOOL HOUSE DESIGN

(By Horace G. Simpson*)

Despite the generous outlay of money for public school buildings and the very marked improvement in planning, equipment and construction which this outlay has secured a careful and extensive survey of school buildings in various sections of the country leaves the impression that the aesthetic and psychological side of the problem is not receiving its due share of attention. It is not the writer's intention to minimize the importance of the technical and constructive sides of the problem, but it is intended to direct attention to its aesthetic aspects and to indicate its importance.

It would seem that school architecture suffers at present from over-development of standards and formulas, that it is becoming over-specialized and that the tabulation of data and standardization of the units has been carried to a point where they become a rigid and inflexible system which is an obstruction to true progress. The fault lies, really, not with the standards adopted but with the manner of their use. Apparently it is too often forgotten that a formula is a useful servant but a bad master. This extreme systematization and tabulation of standards has also had the unfortunate effect of enabling incompetent architects to acquire a certain facility in mechanical "rule o' thumb" methods of design and to pass unchallenged as "school experts." A glance at much of the current work will reveal the truth of this assertion and will show an amazing sameness and an appalling lack of interest and imagination in much of the work produced.

In certain of the older Eastern cities there has been a marked degree of progress in the last few years. In St. Louis, especially, under the able guidance of Mr. Ittner, architect to the Board of Education, there has been erected probably the best group of public schools in America.

Southern California also has seen some remarkable progress due to the efforts of a group of active and progressive young architects practicing in that part of the State.

Unfortunately this movement for better school architecture has not as yet widely affected Northern California. There are of course isolated examples of conspicuous merit, here and there, but in the main the old style of square box galvanized iron embellishment, copied from the Roman temples or the Spanish missions, continues in the popular favor, and few attempts are made to secure beauty by graceful forms rather than by applied ornament.

Another cause which hampers the attainment of the ideal is that attention is concentrated upon certain details of mechanical equipment and furnishing to such a degree that the main purpose becomes lost to view. The multitude of materials and patented specialties which are offered and urged upon the builders and committees by an active and insistent army of salesmen, serves to complicate the problem still further and makes it increasingly difficult to keep in view the real aims of school architecture, which is not only to build buildings but to build them so as to further the education and development of the child. It is surprising to note that exhaustive consideration is given to the effect of the buildings on the **body** and little if any to the effect of these same buildings on the **mind,** although the culture of the mind is avowedly the chief aim of education.

Whatever may be the value of Madame Montessori's methods as applied to our American conditions, there is no doubt that she has rendered a service to education in America by the introduction of her phrase "The House of Childhood."

The term serves to recall to the mind the real purpose for which school houses are built. And, obviously there is need of such a reminder when one notes how frequently school house design is led astray from this main purpose.

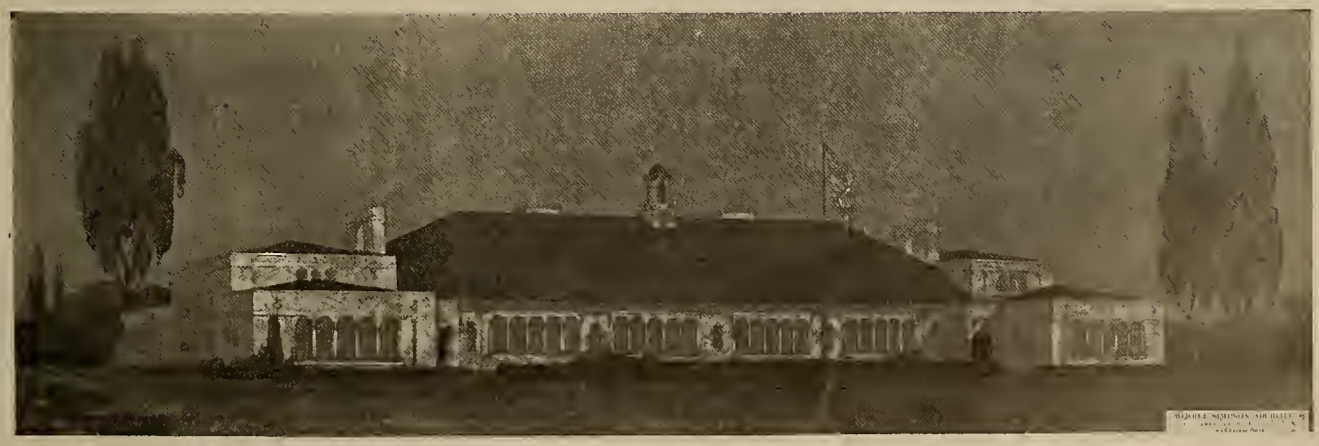
The belief is becoming general that the true function of schooling is the development of character and that to this end the curriculum and the classroom routine are not more important than the associations and environment of the children. To provide an environment which shall have a beneficial effect upon the mind of the child is the true duty and the highest service which the designer may accomplish.

In view of the fact that the child spends more of his waking hours in school than in his own house the school building should be regarded as his home, and should have the domestic rather than the intsitutional character, and every effort should be made to mitigate the sense of imprisonment and restriction which, unfortunately, so often prevails and which diminishes the receptiveness of the child's mind.

Whoever has visited Oxford and Cambridge universities in England or the older colleges of the Eastern States, must recall with keenest delight the tranquil, home-like atmosphere of those places, the quaint charm of the old buildings and their luxurious setting of trees, ivy and velvet turf. While these buildings are obsolete in some minor technical respects they are still useful and still exert a potent and beneficial influence upon the throngs of students who congregate there. They are a visible proof of the indestructibility of beauty, and we may well inquire if in the pursuit of novelty and mechanical ingenuity we have not forgotten or cast aside those aesthetic and spiritual qualities of architecture which are more permanent and equally essential to the process of education.

It must not be inferred from this that we should take a step backward or refuse to take one in advance, but that we should, in advancing, hold fast to all that was good of the old, and add the new to it, or we shall be as children who cast aside each toy to clutch the new one offered.

We should, once for all, disabuse ourselves of the notion that there is any real conflict between beauty and utility. This ancient fallacy has been the shield and bulwark of mediocrity since Adam was a boy. There will always be artists who ignore the practical, and always practical men who cannot comprehend or create beauty; but in competent hands the conflict disappears and the material needs of the school are satisfied without sacrifice of the aesthetic qualities which are equally essential to the happiness of the child and to the progress of education. We must bear constantly in mind that while the mechanical novelty of one generation becomes obsolete in the next, true beauty is of no time—its beneficial influence is perennial.



* Of Wood and Simpson, architects, San Francisco.

Southern California Section

Under Direction of
HERBERT F. CLARK
Los Angeles Office
443 Wesley Roberts Bldg., Third and Main Sts.

DEPARTMENT CONTRIBUTORS
Editorial .....Herbert F. Clark
Ten Minutes for Recess.....Lane Doyle

Editorial

Western Journal Subscription List Grows

The editors of the Southern California Section of the Western Journal of Education are deeply appreciative of the response this department has received from the school people of this part of the State. Although this feature has been in operation only six months, there has been a gradual growth in the subscription list, the past month in the city of Los Angeles alone, yielding in the neighborhood of thirty-five bona fide subscribers. It is not only from the number of subscriptions the satisfaction comes, but from the character and position of the people adding their names to this educational publication, the list thus far representing practically every phase of education here in the Southland.

That there is definite need among school people of California for a fearless journal of educational issues, absolutely independent of any organization, is evidenced by the already gratifying position the Western Journal of Education holds among the school people of this State, and by the substantial growth of the subscription list during the past few months.

Southern California in particular is rich in educational experiences. The growth of cities during the past decade has been phenominal. School systems have been expanded in tremendous proportions. The expenditure in dollars and cents has increased by millions. All these changing conditions have demanded readjustments of relation ships, educational and otherwise.

It is gratifying, therefore, to know that in this field, the Western Journal of Education has no small part in tilling the soil, sowing the seed and in reaping the harvest which it is hoped will be a richer and broader education for the boys and girls to whom this Journal has dedicated its life to serve.

In this issue will be found "Our Flag, the Banner of Peace," by ex-Judge Waldo M. York, of the Los Angeles Board of Education. Articles entitled "Education and Motion Pictures," by Emory S. Bogardus, Ph. D., of the University of Southern California, and "John Milton, School Teacher," by Prof. A. A. Macurda of the Los Angeles State Normal School, are promised for the near future, thus indicating the enlarged scope of usefulness the Journal expects to perform.

Rays of Light On Gary Plan

Students of education will read with interest the discussion of the Gary plan by William E. Grady of public school No. 64, New York, in Psychological Clinic of March 15. Mr. Grady's analysis of the situation is worthy of careful consideration. Experiments are being made in two schools in New York as to the practicability of the Wirt plan. Mr. Grady acknowledges that proper equipment has not been supplied, and gives due consideration to the obstacles necessarily attending an innovation; at the same time he points out clearly what he deems the fundamental weakness of the plan. He says, "Many of the educational features of the Gary plan are either novelties in elementary education, whose value is unknown, or features concerning the value of which school men are in serious doubt." He charges the plan, among other things, with "emphasizing the use of the equipment at the expense of the real needs, mental and physiological, of the child"; with "lessened disciplinary control, lack of personal influence, and over-emphasis on instruction in subject matter at the expense of those finer influences that really constitute the art of teaching"; and finally with "The substitution of casual, unorganized shop instruction, based on the maintenance theory for the type of organized, sequential instruction given to mature children, * * * but in which the doing of jobs is incidental to the instruction and training of pupil workers."

After calling attention to the several tests already given the plan in different cities, and the failure of cities near Gary, almost identical in conditions, and able to see at first hand its practical operation, to adopt the system, Mr. Grady closes by saying, "Whether, then, the Gary plan be regarded either from the standpoint of stability, or of economy, or of the novel pedagogical features that seem to be integral to it, or in the light of its limited adoption by various communities, the inevitable conclusion is that it is as yet only an experiment, neither superior nor even equivalent to the best program of the orthodox type."

Those of us who heard Mr. Wirt at San Diego last fall and were much impressed with his clear elucidation of it, will be especially interested in this frank discussion of its evident weaker phases.

It is with this plan as with all other experiments and innovations that unless it can stand the test of searching criticism, it is unworthy the expense and trouble it engenders.

Prevocational Hotchpotch vs. Real Education

There is considerable prevocational hotchpotch in the educational stewpots of today. Our good friend Winship of Boston fame writes in an ecstatic vein concerning the wonderful prevocational phase of the Sophie J. Mee School of Mount Vernon, New York. In the Journal of Education of February 24, Mr. Winship says:

"At the completion of the sixth grade a pupil may elect to go to the School of Industrial Arts, or to the Sophie J. Mee School. In this school differentiation begins. Each pupil, with the aid of parents and teachers, chooses one of the three courses. His choice depends upon his aptitudes, ambitions, and future prospects." "If it is found that he has chosen unwisely at first," Mr. Winship goes on to say, "he and his parents will be advised as to the course that seems to best fit his needs." Now, this is beautiful theory, and we are too far from Mount Vernon to know at first hand how well it works out in practice. We suspect, however, that children are pretty much the same in Mount Vernon as elsewhere, and that the elective plan there for children in the sixth grade leads to as unsatisfactory results as it does in other places. To talk about children twelve or thirteen years old electing courses suited to their needs is ludicrous, if not ridiculous. Who can say that a child's "aptitudes" at twelve years will be his aptitudes at sixteen or twenty, when he is just entering that changeful, adolescent period when his whole world of thought and action will be revolutionized? What are a child's "ambitions" at this age that can serve as a basis for determining his future destiny? Who knows or dares say what the future prospects of the ordinary child is? Some of us who are constantly dealing with ungraded children coming from schools where these prevocational notions are being tried see the futility of letting a child of twelve years select his course of study. He imagines he wants to be a clerk of some sort, so he can sit on a stool and wear a white collar. This leads his benignant parent and vocational councillor to advise him to take bookkeeping. He begins the study when he can't work fractions, or compute interest, with the inevitable result that he soon loses interest and concludes he would rather try something else. So he flounders around through a smattering of bookkeeping, mechanical drawing, and what not, and finally concludes that his fanciful "aptitudes" and worthy "ambitions" were a delusion and a snare and that his "future prospects" if he has any partake of a grey, a dull grey.

Any person who knows children knows that they pass through all sorts of stages of "aptitudes" and "ambitions," and that their "future prospects" depend not so much upon singling out one of these at some passing moment and attempting to determine a life by it, as upon providing some wholesome activity at the time, whereby this "spell" can be satisfied in some child-like form, not by thrusting some mature form of bookkeeping, or mechanical drawing into his system—no wonder he spews it out as a nausea—but by letting him keep some sort of a diary in his own way, let him draw things of his own get up in his own way. The normal child has hundreds of different "aptitudes"—in fact, a touch of all those of all his ancestors—and who dares say which shall determine his destiny. As the race grows older, the period of infancy lengthens and these latent tendencies come cropping out all along the line, and any education is narrow and destructive of race and individual welfare that seizes upon one of these and determines thereby the life conduct of the individual. What the average child needs, what the race needs, what modern complex civilization demands, is a long period of school and home life, a variety of wholesome and constructive experiences, opportunities for children to work themselves through "spells" of different aptitudes, awaiting for maturer years to determine which of these shall determine their destinies. Any other

kind of education tends to develop class distinctions, create people of narrow outlook, and finally devitalizes the nation.

What we as school people need to do is to push this elective process farther along in life; advocate a longer period of education for the poorer people and those who must toil to live; work for a broader education for all the children of all the people; for only in some such way as this can we build a stronger and better race, produce people who are able to meet new and untried conditions and prevent the classification of our citizens into wage earners, capitalists, shysters, and what not. So long as we shunt our more unfortunate children off into narrow channels as our prevocationalists would do, just so long will we have a bitter feeling between capital and labor, strikes and lockouts, and I. W. W.'s. We need to educate our young people to see our social unit as a whole, and come to learn the part they must play in it, and we should never condemn them to a life of restricted outlook and opportunity.

This larger educational view doesn't argue that children shouldn't be given set tasks and be required to do them well. Nor does it argue for a constant drifting from one fleeting impulse to another. It does involve a life of wholesome and varied experiences for children. It involves opening numerous fields of activity to children and letting them browse around in them, expecting that happily they may find themselves and live to bless the donor of the pasture. What if the settling down in life is slightly postponed! Most young people do not reach maturity until along in the twenties, and even then most dispositions are extremely instable and need a variety of experiences to complete their education.

No, American life with its manifold opportunities, its ever increasing complexity of situations, is demanding a prolonged school life, a larger, broader field of study and ultimately an intenser, more efficient specialization by virtue of the increased mental equipment thus obtained.

We wish our worthy contemporary winsome Winship would preach this broader gospel of a fuller education for all our children rather than hailing with gladness the prevocational innovation that would so early in life push large numbers of our children out into the merciless wheels of industry, thus depriving them of the wonderfully rich and abundant experience that comes from a prolonged and well-rounded out education.

Kellogg's Tribute to American Education

Vernon L. Kellogg of Stanford University, now member of the Belgian Relief Commission, pays rare tribute to American education in the closing paragraph of **The Belgian Wilderness in March Atlantic Monthly.** Mr. Kellogg's work in Belgium and Northern France has given him an excellent opportunity to study at first hand in the greatest crisis in the history of the world, the results of different systems of education. After discussing the several phases of relief work, he closes by saying:

"There are many other bits that might be told. Only one shall I add. It is a word of appreciation of the young Americans—I am an old one—who have offered their services and performed their work in a way to bring warmth to the heart and mist to the eyes of a believer in our country and its way of producing men. Most of these helpers—a few more than seventy Americans have been so far in the service—are young college men, a considerable fraction of them being Rhodes' scholars from the various Oxford colleges. Trained in college for anything but the specific work of the Commission, they seem to have found a training, that, added to a natural initiative, has made them capable actors in the world's work. Thrown into a situation requiring tact and utmost discretion, loaded with large responsibilities and asked to take care of themselves and important affairs of the Commission under most unusual circumstances, they have done it, almost to a man, with success. They have won the admiration of Belgians and Germans alike. They make one proud of America, and they lend great encouragement to the observer of American educational methods. Viewed in their working, these methods have seemed to many of us very faulty; viewed in their results, so far as young America is a result of education at all, our too easy pessimism is given a proper unsettling. I return to my university chair with a renewed confidence in American educational work."

Ten Minutes for Recess

In our March number there appeared a challenge issued by the Los Angeles City School Masters' Baseball Team. We have started something. Many people were surprised to read that any teachers could play ball. They thought that all teachers were pale gentlemen with keen aversion for physical exertion.

Among the answers received is the following letter sent to Mr. William McGorray, manager and catcher of the School Masters' Club:

Bang-Gun-Go, Fan Fan, China,
March Thirty-First, 1916.

Hon. William McGorray,
Manager L. A. School Masters' Team.

Dear Sir:—

In the highly estimable magazine, The Western Journal of Education, we found your challenge to any teachers' team in the world. If you will meet us in Honolulu this summer we shall be over-joyed to wallop you.

Here is our line-up: Pop Goo Ki, pitcher; Gum Choo, catcher; Long Looey, first base; Lun Too Slo, second base; No Got Wing, third base; Heep Bum, shortstop; He Sling Punk, left field; Lem Yik Unk, center field; Mike Sullivan, right field; coach imported from Sweden.

Very respectfully,
HIP HOO RAH,
Mgr. Bang-Gun-Go Team.

* * *

REMARKS BY THE HICK OBSERVER

A cereal is mush. That's why they call them big movin' pictures that run sev'ral months "serials."

* * *

It's easier t' tell how your neighbo's kids ought t' be raised than it is t' raise your own.

* * *

There's a lot o' competition for attendance nowadays. Baseball magnates, picture shows, races an' public schools are all after big attendance. No wonder a few kids stays out o' school onct in a while.

* * *

It's mighty hard t' keep school teachers out o' politics after they hev seen whut Woodrow Wilson done when he went into politics.

* * *

Th' man with th' most tools doesn't always do th' best job. Th' feller whut went through th' most schools an' colleges doesn't always hev' th' best edjication.

* * *

SECOND HAND JOKES

Is a Loaf Always Bread?

"How is Robert getting along at college?" asked the minister, who was being entertained at dinner.

"Splendidly," said the proud father, who then went on to tell of his son's various social, athletic and scholastic successes. The minister said it was a fine thing to be college bred.

When the minister was gone the inquisitive little James asked his father: "Papa, what did the minister mean by 'college bred'?"

"Oh, that," said Papa, who was looking over his son's bills, "is a four years' loaf."

* * *

Where He Stood

"Am I good enough for you?" sighed the fond lover.

"No," said the girl candidly, "you're not, but you are too good for any other girl."

* * *

Marjorie: "Mama, how do you spell 'Aunt,' the kind that ain't a bug?"

* * *

The Pursuit of Possum, a Parental School Boy
(Related by Possum Himself)

"I seen de Hooky Cop comin' an' I sho did run. No use. He were ketchin' up wif me an' mah bref were gone. O happy day, whut did I see in front of me! A tree! I clum up it jest when de Hooky Cop reach fo' mah foot. Up I clum, like a squrl. De Hooky Cop shuck his fis' et me an' holler: "Come down outen dat tree! You belongs in school, you African hooky-player."

I laf. "Go 'way, white man, dis Possum am roostin' on dis limb." He laf when he look at me. He cain't hep laffin'. He tuck out his books from his pockit an' set down by de tree. He say: "Well, Possum, yo' bettah git comfittuble. I'm stayin' a long time down here."

I watch. Purty soon I seen a big limb hangin' 'way out on de odder side of de tree. I clumb out an' watch. Hooky Cop set still. I drap to de groun' an' run. Away up de street I turn an' look back, whistlin' ez loud I kin.

Hooky Cop jump up an' shake his fis'. Goodbye, Misto Hooky Cop. Dis niggah is trabbelin'.

But de nex' day dey ketch me, an' here I is. Lead me to dem Rittmitick exampuls, Misto Teacher, I might ez well git a Edjication!"

Southern Counties News

SAN BERNARDINO COUNTY TRUSTEES' CONVENTION

The annual convention of the school trustees of San Bernardino was held in San Bernardino on March 25. Mrs. Grace C. Stanley, county superintendent, presided.

Dr. Parker of Needles read a paper on "Ventilation"; Dr. Pritchard of Colton talked on "Dental Clinic," and Dr. Ide of Redlands on "Nutrition." Dr. Hill of Uplands spoke in regard to "School Supplies," and the informal discussion that followed resulted in a plan for purchasing various supplies for the various districts through the county superintendent's office.

During the afternoon session Miss Collins, deputy county superintendent, gave an interesting talk on the "Routine Work of the School Trustees." Mrs. Beattie of Highland made an able address on "Illiteracy." State Superintendent Hyatt made the final address. He spoke of the educational needs for the many foreigners living in our country, and mentioned among the efforts made to meet these needs the sociological work of Henry Ford, whose foreign employes are taught the English language by especially qualified instructors.

* * *

DISTRICT FEDERATION OF PARENT-TEACHERS' ASSOCIATIONS

The San Bernardino County Federation of Parent-Teachers' Association, held sessions in San Bernardino March 25. The meeting was presided over by Mrs. S. U. Stewart of Del Rosa, the president of the Federation. R. B. Stover, city superintendent of San Bernardino schools, gave the address of welcome.

State Superintendent of Public Instruction Edward Hyatt addressed the Federation in part as follows:

"Education is slow and conservative. Its changes are so gradual that we do not notice them. The child grows into a man before we notice it, we who see him every day. It is only by stopping to think about it that we can see how vastly the schools have changed within the time of our own memories.

"Unquestionably the schools are going to change as much in the next 20 years as they have in the past 20 years. The school has been called the people's college. We must not make our schools the rich man's preparatory school for entrance to the university, but where the children of the people learn to do things.

"We are living in an increasingly artificial life. More and more we are herding into towns and great cities and getting further away from

the wresting of food and shelter from outdoor nature. Play is just as necessary as food. You cannot raise good horses or men without giving the colts abundant exercise and play.

"The time is coming soon when the old wooden desks will disappear, when tables and comfortable chairs will be used. Place a carpenter in one of our school desks and note his uneasiness. He is unable to work. The desks may be likened to cages fastened to the floor. The changes in the future are many, but they are surely coming and it is the practical rather than the scholastic which will be taught in the future."

* * *

CO-OPERATION BETWEEN HOME AND SCHOOL

(By Geo. E. Gallagher, president of the San Francisco Board of Education, before the Cal. Federation of School Women's Clubs, Tuesday, April 18, 1916.)

The problem of the relation of home and school is in its entirety too complex and extensive for adequate treatment, even in outline, within the limits of an address suitable for this occasion. It is my privilege to speak to you about the needs of co-operation between home and school. The school needs the co-operation of the home for the same reason that the home needs the school. They have a common aim; both are striving to organize the life of the children as they pass from infancy to maturity so that confusion, uncertainty, weakness and failure shall be superceded by clearness, decision, strength and success. Both profess to make character-building paramount. If the two do not work in harmony the life of the child is torn asunder. The child must be able to pass from one to the other without experiencing a conflict in demands, a relaxation in authority or a lessening in sympathy.

Again, the school and home must co-operate because they have also different subordinate aims. If the home could do what the school does we should not have the school. It is to be emphasized that these subordinate aims can be attained only as the common aim of both is at the same time subserved. What a child lives at home determines what he will do in school; what he lives in the school determines what he will do at home. To state briefly what the nature of co-operation between home and school should be: It should be one of concerted and harmonious action in determining the larger social life of the child with a clearly recognized division of labor in the matter of tasks and activities. These could be the principles of co-operation for the school. The principle of co-operation for the home should be this: The school must guide the home in its efforts to create and maintain conditions under which the child may succeed in the work of the school. It is the business of the home to utilize the school in securing the education of the child, not to turn over the task to the school.

No parent is so humble in station, so poor, so deficient in knowledge that he may excuse himself for not supervising and directing the education of his children. What he needs for the fulfillment of his duty in this regard is not special knowledge but common sense, determination and love. Failures in school are not often due to stupidity of children but to an unregulated life which is in the power of the humblest parent to restore to order. It is the business of the school to put itself in the service of the home and in season and out of season to insist in the kind of co-operation that will make individual and social success possible.

To the school has come the social opportunities of the centuries. It may reach out with knowledge, wisdom and encouragement to the home whose supreme chance for realizing their ideals lies in the education of the children.

Now a word about the methods of co-operation between home and school. There are two general methods of co-operation between home and school. Both are necessary; neither alone is sufficient. One method is the indirect through social order and organization; the other direct and immediate. We are realizing the possibilities and necessity of the indirect method. Under this head may be mentioned:

(a) Movement for increase of school revenues.
(b) Care and ventilation of school buildings.
(c) Medical inspection of school children.
(d) Care of teeth and eyes of children.
(e) Promotion of playground movement.

In a word, all that we can class under child welfare. Here all who have the good of children at heart may co-operate with others to make the school what it ought to be. Valuable and indispensable as this work all is it amounts at best to creating the necessary conditions under which the work of the school may best be done. The direct co-operation of the home, the father and mother, with the school, the teacher, is that form of social interaction which alone guarantees to the children moral progress and stability, intellectual growth and self-realization.

* * *

A QUESTIONAIRE

Mrs. Margaret Schallenberger-McNaught, State Commissioner of Elementary Schools, under date March 20, 1916, sent to J. F. West, Superintendent of Schools in San Diego county, a questionaire relating to the Normal School graduates and their efficiency in the public school system. Some of her queries and Mr. West's replies are interesting:

Q. Have you found Normal School graduates efficient in meeting the actual conditions of the ordinary schoolroom? If not, in what ways do they fail?

A. I have found such graduates, as a rule, efficient in handling the ordinary schoolroom problems; far more so than teachers entering the profession without normal school training. Some teachers fail because of congenial incapacity, and no training could overcome it.

Q. Are normal school graduates "students," or are they inclined to be satisfied with the knowledge they already possess? Do they attend "summer schools" or enter universities?

A. Many of our normal school graduates employed in this county are in every sense of the word students; they are eager for knowledge, and seek it on every occasion; many save their small earnings for the express purpose of making themselves more proficient, and to that end they enter institutions of higher learning. Many other teachers, I know, would gladly do the same were they not prevented by circumstances beyond their control. On the other hand, I regret to say, I find altogether too many teachers content with themselves as they are.

Q. Do you find the normal school graduates strong or weak in knowledge? In teaching skill? In professional spirit? In personality?

A. I regret to say that normal school graduates, as a rule, are inadequately prepared in the knowledge of subject-matter; yet they strike a much higher average, I find, than teachers entering the public service by channels other than the normal school.

Most of the graduates whose work I have inspected are well-trained in methods.

The professional spirit of these teachers, as a rule, is very good.

Dame Nature has not smiled on all of them, hence a few have not the pleasing personality that is requisite for a "top-notch" teacher.

Q. Are normal school graduates sufficiently acquainted with California school law? If not, what knowledge are they lacking?

A. My experience convinces me that the great body of teachers are woefully ignorant of the provisions of the California school law. Even those who have a smattering do not seem to know how to apply what they do know.

Q. Are normal school graduates inclined to center their attention upon the child—his well-being, growth, and development?

A. The average normal graduate—yes. I am inclined to believe, however, that in their preparation for their life-work normal girls should learn how to study the home conditions of the children; how to learn the dispositions and peculiarities of the children; how to train for a better citizenship and have a well-rounded, symmetrical product as the result of their labors.

Q. What suggestions have you in general to offer to normal school faculties in order that the elementary schools may be provided with the most efficient teachers possible?

A. The course should be made four years above the high school, with academic training adequate and accompanied by the widest possible experience. It may be wise to do this step by step, that is, making the normal course a three-year course until June, 1918 or 1919, then adding still another year and making the four-year course go into effect about 1920.

The State Board of Education should thoroughly revise the list of approved normal schools outside of California, then hew close to the line, cutting out every institution that does not measure up to our California ideals of education.

PINEHURST GROUNDS OPENED

The opening of the Pinehurst Grounds on the line of the Oakland, Antioch and Eastern Railway, was marked by a picnic of the Grasshoppers' Club of Oakland on April 23.

The officers of the club are Benj. Ratz, president; Emery Arnold, vice president; Ted Garson, financial secretary; Art Mathieson, recording secretary.

The beautiful picnic ground is situated in the heart of the redwoods along the line of the Oakland, Antioch Railway. Music will be offered here every Sunday and holiday during the summer.

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THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser. It is made in No. 2 and No. 3 grades, and sold at so low a price, that it is within the reach of all, and is most popular with School Boards, where this style of pencil is wanted, at a minimum cost. A card sent to our San Francisco branch, 155 Second Street, will bring a prompt response, with full particulars as to cost, method of purchase, etc.

Joseph Dixon Crucible Company
JERSEY CITY, N. J.

The School Teachers' Page

Eliza D. Keith

The Undergraduate and His English

An exchange says: "The University of Oregon has made special arrangements for students who come up from the high schools speaking and writing crude English. Like Harvard's undergraduates, these young men and women are being required to be correct in 'form' as well as in 'content.'"

The mere knowledge of facts is not to be allowed hereafter to excuse misspelling, ungrammatical sentences and similar offenses against form in the written tests of university work, or to justify faulty pronunciation and enunciation in the oral tests. The undergraduate must be brought up in English. How shall this be done?

Back to First Principles

Prevent, then there will be no need to cure.

Teach the alphabet, teach looking at words, teach close scrutiny of every syllable, give each letter its name—in spelling the word—attack the word in the logical way—from the front first. Teach the big names, the correct names of sentences. Define each kind of a sentence. Give a correct form for each kind of sentence, and then drill, drill, drill on sentence making to order—a sentence of each kind each day, one set at least, more if possible, with especial drill on the exclamatory sentence. Do not be guilty of calling any sentence an exclamatory sentence no matter in what tone of voice it may be supposed to be uttered. The tone of voice is rhetorical, not necessarily grammatical. For instance: "Where was Roderick then!" is not an exclamatory sentence; it is an interrogative sentence used as an exclamation, just as a substantive clause is used as a noun.

The true exclamatory sentence is of this sort: "What a bright day it is!" "How well she plays the piano!"

Then go back to teaching grammar of the real structural kind, not that sort of prize puzzle occupation of intricate diagram, of parsing, and prolonged analysis.

But every child who reaches the fourth grade has capacity to learn the parts of speech, the four kinds of sentences, and subject and predicate.

"Omit all technical grammar," is the one command that if obeyed, will do more to undermine the forms of spoken English, and make written English the crude incorrect and inadequate vehicle for expression that it is today among undergraduates and among a large proportion of the people.

It is all very well to say that a knowledge of technical grammar is unnecessary and to bolster up this assertion by the argument that the masters of English were not slaves to grammar and its rules.

Why, bless you, those masters wrote in their mother tongue. It was their precious inheritance and their mastery of it established our forms of speech. But today, with our ever changing cosmopolitan character of our population, we have to attempt to counteract the influence of those who, trying to speak our language, mar it with their ignorance of correct English, and their inability to master not only the niceities of English speech, but its structural form, its pronounciation and its purity and strength. They are ignorant of their own language.

Unless we are willing to have our noble English superceded by a new language, polyglot in origin, full of solecisms, barbarisms and vulgar slang, we must combat the "seen" and "done" of the common colloquial speech and all that goes with it.

* * *

Public Speaking for Pupils

A recent writer says "The educational advantages to be derived from platform practice in the various forms of public address are numerous. It develops many desirable qualities, such as ease and grace of manner, accuracy and clearness of thought, fluency and effectiveness of speech."

In these sentiments all school teachers who still keep in touch with the world and its events must agree. Every boy of today should become accustomed to the sound of his own voice in debate, in argument. Every child should be encouraged to join in concert reading, concert recitation, and by easy stages be led to declaim alone what he has learned to recite in concert.

It is a shame to "graduate" grammar school boys and send them out into the world to earn their living, without giving them the ability to stand before an audience, with ease and confidence, to address listeners without trepidation, and be able to hold their own.

Constant practice in school room exercises, both in concert and in individual recitation, will develop power in the young man that no amount of talky teaching can accomplish. Talk about your vocational and your intermediate schools! Any school that fails to do this for its pupils, is a failure, and I can prove it!

Product Maps
Rabinort's Geography

In making product maps to illustrate the resources of the United States, teachers cannot do better than to follow the map illustrations in Rabinort's Geography, dealing with the United States as a whole.

As has already been stated in this column, the attempts to designate areas of products by solid blocks of color, fail to give an adequate idea of the subject because certain areas produce varied products. For instance, Rabinort indicates the wheat production by solid pink, the coal in the same section is shown by congregated dots, the iron by solid black masses, the petroleum by black rings, and the corn by oblique blue lines. By this arrangement all these in the same section, in the identical section, are clearly shown by this diversified method, and at a glance.

It is idle to make a set of maps, each one colored with solid colors to illustrate the varied products, a map for a product, for then the student fails to grasp the idea of the diversified products and the manifold interests—farming, mining, manufacturing, and commercial of the one section.

Again have recourse to the blank railroad maps. Let the children make their own under the guidance of the teacher. At first let the children neatly print the names of the leading products—in red ink—in their proper sections. Then let them wash in the solid colors—a five-cent bottle of red ink, a piece of a cake of yellow water color, a brush and some blue ink—or crayon—and the outfit is provided. The children love to make these maps.

In this connection I should like to give special thanks to the Santa Fe Railroad for its courtesy and generosity in the matter of maps.

Colored Resource Map of the United States

Last month I referred to a colored resource map of the United States, to be used in connection with any standard map of our country. Would that every teacher and every pupil in all our land each could have one of these maps. This remarkable bird's eye resource map gives a graphic idea of the vast and varied riches of the United States. In the East are the factories, in the South the cotton flowers white. The Central West is devoted to corn, hogs and dairy products. Still farther West are the great grain and cattle raising sections. Then comes mining, clearly shown in the very heart of the Rockies, and on the Pacific Coast, sheep raising, fishing, lumbering and fruit culture. This wonderful map is only five cents each, or fifty cents a dozen, and is published by the World Chronicle Co., 542 So. Dearborn street, Chicago.

All progressive, wide awake teachers would do well to send a quarter to the World Chronicle Co., for its special trial offer. Don't delay; do it now!

Professor Zaner Said:

"Writing is an act, not an art; yesterday it was form; today it is movement; the writing methods of today must meet today's needs.

"The needs of the day are rapidity and legibility.

"The teacher's problem is to know the child's need and to teach writing as efficiently as she teaches any subject. The teacher of writing must know what she is to teach, and she must know how to do what she would have her pupils do. She must go to the blackboard and do it; always remembering that writing is a manual act rather than an art.

"An ounce of showing is worth a pound of telling. There is more inspiration in the act than in the word.

"The act of doing illustrates far more than the word of telling.

"The child's position must combine health and efficiency. The child must learn to sit healthfully. The teacher who can grow straight spines, and teach children to sit squarely at their desks has placed the child in a condition ready to learn.

"Don't teach in one grade what must be broken up or altered later on. The child should not be required to unlearn, but to improve. The same kind of action is required, but the quality should differ with the different grades.

"The younger the child, the larger the handwriting. Obtain freedom of movement, rapidity, write easily, with spontaneity. Practice writing exercises to lively music.

"Writing must not be scrip drawing. Writing must not come from the fingers—it must flow from the body outward. To teach children to loosen up their writing, tell them to practice, letting only the point of the pen or pencil touch the paper—the

movement to come from the body. Place the paper near the ink well. From ink to paper must be in the shortest possible line."

The lecturer said that it would be a good thing to have a class practice movement exercise to the accompaniment of music, well, we tried it, put a march on the talking machine and then kept time with "M's" and "N's and fancy scrolls and ovals. It was great, the freedom, spontaneity and joyousness of movement would have delighted Giotto himself!

Do you know what pleased me the most in this address?

It was Dr. Zaner's statement that it was wrong to teach a child in one grade that which he must unlearn in the next.

Do we do this? Do you? What about phonograms that later are discarded for spelling by syllables? What about enforcing the habit of written syllabification of every word in the spelling lesson, only to have subsequent teachers fight against the habit so acquired, in the hope of teaching children to write in a workmanship manner —according to the requirements of business English? What about ignoring the alphabet as a whole, and then teaching it in the fifth grade?

What about ignoring the letters, and never mentioning their names and then throwing fits because the children cannot spell?

A child that has learned to read by the block system, by words in chunks as it were, will never recognize at a glance, the difference between "lunch" and "launch." To his atrophied verbal vision "unch" is "unch" in both words, and he will fail to give the "a" its value. Unless he unlearns his early lessons and masters the alphabet. Never teach a child in one grade what he must unlearn in a subsequent one!

What about teaching children to read—and to study out loud while they are in the class? What about the efforts in latter years to check the pests who read aloud in libraries and on street cars, to say nothing of the noise and confusion of the classroom? What kind of pedagogy is it that does these things? I don't know. I don't do them! Ask those who do.

FLAG CODE OF THE UNITED STATES AND G. A. R. AS ADAPTED TO SCHOOL PURPOSES

In raising or lowering our national emblem it must not be allowed to touch the ground.

It should be raised before the opening of school and lowered soon after its close each day.

On Memorial Day, it should be raised at half mast, where it remains till noon, then it should go to top-mast till evening.

It should never be allowed to remain up after sundown.

The blue field, or Union Jack, must always be at the top, otherwise it becomes a signal of distress.

A valuable flag is not expected to remain up during a storm.

To leave the flag up all night indicates that the place over which it floats is besieged by its enemies.

In raising the flag to half mast, it must first go to top staff and then be dropped to half staff from there; and in taking it down at night it must first go to top staff and let down from there.

Half staff means a drop on the staff equal to the width of the flag or a little more.

This nation has spent in its establishment and maintenance more than $25,000,000,000.00, two-thirds or more of which has been for war purposes, viz: The establishment of the nation, its defense, support of army and navy, pensions and war claims.

There are thirteen stripes in our flag, the red and the white, and whether emblems of purity or emblems of courage, each stripe has cost the nation more than a billion dollars. There are forty-eight stars on that flag and each star has cost the nation more than ten thousand human lives to maintain that galaxy of stars caught from the heavens above and brought to earth to live among men.

Thirteen billion dollars and more, 480,000 human lives and more, is the toll of human suffering, that our starry emblem may keep its place among the flags of the earth.

Should we not honor it? Should we not keep sacred the day set apart by the nation in memory of its martyred defenders?

Early on the morning of the 30th of May, Memorial Day, the flag goes to top staff and then is immediately lowered to half staff, where it remains during the ceremonies of decoration, the "In Memoriam." At twelve, noon, the flag goes to top staff, for mourning hath its limitations, and the afternoon is devoted to rejoicing over the wonderful achievements of our comrades, living and dead, in the preservation of the great principles symbolized by the FLAG.

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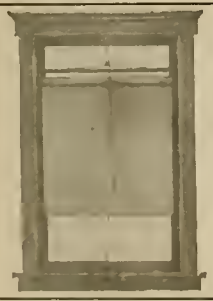

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GREGG SCHOOL

Summer Normal Session
July 3 - August 11 1916

This course offers the most practical and scientific training possible for the commercial teacher. In addition to instruction in elementary, intermediate, and advanced shorthand, the pedagogy of Shorthand, Typewriting, Office Training, Business English, and Commercial Correspondence is successfully imparted, and teachers have an opportunity of conducting practice classes under the supervision of competent critics.

The course prepares eligible teachers for the Gregg Federation Teachers' Certificate and for the Teachers' Certificate granted by Mr. Gregg.

UNUSUAL FEATURES

1. A new feature this year will be a six weeks' reporting course conducted by Mr. Fred H. Gurtler for teachers who wish to increase their speed. The work is highly concentrated, every moment being made to count for the upbuilding of speed and accuracy.
2. A special class for teachers of other systems wishing to change to Gregg Shorthand was one of the most successful innovations last year, and will be an integral part of the course in the future. Drills are given on the forms and combinations that are peculiar to Gregg Shorthand, with full explanations as to why they are different from other systems; and suggestions are given as to the best methods of handling the work in changing from other systems to Gregg Shorthand.
3. Visits to some of the big business houses of Chicago under the direction of members of the faculty are productive of wonderful results. Many teachers never have the opportunity to see how the products of the business schools measure up to the requirements of modern business.

Write for a copy of the School's Announcement for 1916, and plan now to get the Gregg Training this summer.

Gregg School
6 North Michigan Avenue
Chicago - - - Illinois

GRADUATE ROLLED ON THE FLOOR

"Finals" are being robbed of their terrors by the County Board of Education of San Diego county. The Board this year adopted the plan of preparing tests for prospective eighth grade graduates in four major subjects (arithmetic, history, English and geography), and authorizing each teacher to prepare her own tests in the minors. In circulars sent out to each district, the Board requested the teachers to copy the major tests on the blackboard and in that or in some other way prevent the pupils knowing that the examinations were prepared by the County Board.

The following amusing letter was written by one of the teachers under date April 13:

"I succeeded in giving the County Board examinations without arousing any suspicions on the part of the class. None of the pupils fell below 85 per cent. When the last paper was finished, I quietly remarked that I was pleased to inform the class that they had successfully passed the test by the County Board.

"Julia grasped the situation first. 'Mrs. Brown!' she exclaimed, 'do you mean we have passed the finals that we were dreading so much?' I answered, 'Yes,' whereupon she sprang up and jumped up and down for joy.

"The others came crowding around me and we swarmed out into the vestibule. Hattie, (oldest member of the class) cried out, 'Oh, I so glad I just want to climb a tree!'

"Howard said, 'They've been telling me at home that I'd be sitting here next year poring over the same old studies,' and down he went on the floor, rolled over and over to the steps and was half-way down them before he caught himself. And how he did shout!

"The enthusiasm of the eighth graders was contagious. I shared their pleasure fully though of course in no such demonstrative way."

The sight of a teacher rolling down steps for joy would indeed have been a spectacle unusual in the annals of pedagogy.

* * *

A NEW EFFICIENCY BLANK FOR RATING TEACHERS

Following the lines of thought in the modern schools of education, a form of a "graf" has been worked out to show the success or "efficiency" of teachers. The first practical or commercial use of such a graf has been made by the Clark Teachers' Agency. The experience of the managers (men with wide experience as teachers and also as agency directors) has led them to place the following topics on the blank as being, in their estimation, of primary importance: character, knowledge of subject matter, technique of teaching, governing skill, how does teacher work under supervision, interest in student activities (athletics, debating, etc.), personal appearance, social qualities and disposition.

The Clark Agency has very recently taken over the American Teachers' Agency in Knoxville, Tennessee and has arranged with David R. Kerr, Ph. D., LL. D., to take charge of the new office in Knoxville. Dr. Kerr has been for several years conducting a select school for girls. He was for many years president of Westminster College, Fulton, Mo., and of Bellevue College, Omaha, Neb. He is well known as a Presbyterian divine and as a lecturer in the educational field.

With seven offices the Clark Teachers' Agency is equipped to give the most complete co-operative service.

* * *

GOVERNMENT OPENS FREE EMPLOYMENT BUREAU

The Government has opened a free employment bureau and labor exchange in the U. S. Appraiser's building, San Francisco, for the purpose of bringing the job and the jobless together without cost to employer or workman.

Every postoffice is supplied with blank forms of application for the benefit of farmers and others who seek help, and the man who wants employment. These blanks are transmitted through the mail to the office of the bureau in San Francisco without postage. This service is free to the employer and employee. Applications can be made with the blank forms, by telephone, Sutter 6108, letter or personal call.

Furthermore, it is the object of the bureau to promote a beneficial distribution of the unemployed in the congested communities throughout the country and bring the landless man to the manless land. It is also a division of information for the benefit of the prospective settler, the farmer in need of help, and the person seeking work.

All applications are honored by registration, and an effort made to supply the demand.

A corps of efficient officers have been detailed by the Commissioner of Immigration at this port, to attend to this work exclusively.

The division is a branch of the Bureau of Immigration, under the supervision of the U. S. Department of Labor, Washington, D. C.

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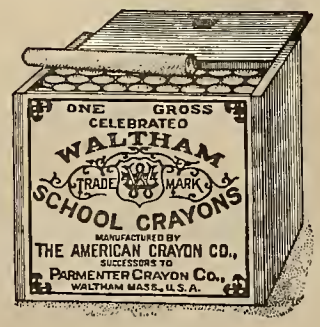

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When High School Teachers are selecting Texts for use with next year's classes.

If you are contemplating changes in your texts, be sure to familiarize yourself with the following before making your recommendations:

Ashley: "Early European Civilization"	$1.50
Bagster-Collins: "First Book in German"	1.10
Black & Davis: "Practical Physics"	1.25
Burch & Nearing: "Elements of Economics"	1.00
Canby & Opdycke: "Elements of Composition"	1.00
Cunningham & Lancelot: "Soils and Plant Life"	1.10
Ford & Ammerman: "Plane and Solid Geometry"	1.25
Hegner: "Practical Zoology"	1.40
Kirtland & Rogers: "Introduction to Latin"	.85
Maloubier & Moore: "First Book in French"	1.10

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SALE DATES

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July 1, 2, 4, 5, 6, 11, 12, 13, 26, 27, 28.
Aug. 1, 2, 3, 8, 9, 10, 24, 25, 28, 29.
Sept. 7, 8, 11, 12.

Tickets will also be sold to Buffalo, N. Y., July 4, 5 and 6, August 1, 2, and 3; to Cincinnati, Ohio, July 11, 12 and 13; to Davenport, Ia., July 26, 27 and 28; to Chattanooga, Tenn., September 11 and 12.

Going Limit 15 Days
Return Limit, Three Months from Date of Sale, but not beyond October 31, 1916

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Baltimore	$108.50
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Denver	55.00
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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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THE WESTERN JOURNAL OF EDUCATION

324 Phelan Building, San Francisco, Cal.

Entered at San Francisco Post Office as second class matter.

Editorial Notes

P. P. Claxton is a new voice for a national educational system. The plan that he outlines as a part of the work of the U. S. Bureau of Education provides for an ideal service.

* * *

Dr. Ray Lyman Wilbur, president of Stanford University, is an Abraham Lincoln, Edward Hyatt type of man in appearance, and is keen on direct phrasing of words into thoughts that get across. His talk at the School Masters' Club praised the work of the medical scientist and exposed some of the fakish methods of educational leaders. He could just as readily find examples of the "fake" in the Md. as in the Phd. and in the private hospital, as in the public educational institutions.

* * *

Let us have Peace. Let us celebrate the victories of Peace in all our schools on May 18th.

* * *

The spirit of Militarism is everywhere present. You cannot resist. Oppose preparedness and you are made to feel the responsibility for the blood on the door of your own home. The troops marching, have awakened the silence of the peaceful conscience. It may be all right to prepare for defense. If it is, it is sure all right to fight the battles of the world not for conquest but for humanity. This we know that in times of military rule, the ten commandments are suspended. Ethical questions become mere nonsense, and the strong men are killed in battle, and the wise men manufacture guns, powder and other munitions of war.

* * *

Let all the schools celebrate peace on May 18th.

* * *

The California Blue Bulletin for March is a most creditable publication. It is our strongest competitor. It does not interfere with our advertising patronage, but an issue of 16,000 is sent quarterly to teachers and trustees. The Bulletin is a great educational agency. It can never take the place of an independent educational journal, but it does take the place of a subsidized one. It is certainly worth while even if it does abridge our subscription list once in a while.

* * *

Dr. A. A. D'Ancona of the Board of Education, is a great student of educational problems. He has sent us an interesting document issued by "The American Medical Association" on "The Intelligence Examination and Evaluation," by J. Victor Haberman of Berlin. This is a critical discussion of the Binet tests, and the presentation of a new valuation sheet on knowledge, memory, comprehension, combination, attention, feeling, reliability of memory. This very interesting document can be secured from American Medical Association, Chicago, Ill.

* * *

The London Journal of Education has a pertinent editorial on "A Little Learning." The editor emphasizes the fact that a little learning is not dangerous provided you know you have only a little learning. "What is necessary," says the editor, "is not so much that cabinet ministers and members of parliament should know science as that they should be aware of their own ignorance and helplessness and be always ready to call the aid of an expert." This applies to every department of business. It naturally follows, however, that our institutions must develop real experts.

* * *

The public schools need neither tyrants nor benevolent despots, but good American citizens as leaders. The people should never turn the schools over to be handled by one man, unless the man is great. It is not the individual we object to, but the system.

Education Notes

Dr. Irwin Shepard for many years secretary of the N. E. A. and for several years assistant to James A. Barr, commissioner of congresses of the 1915 exposition, is dead. He was at his old home at the time of his death. He was 73 years of age.

* * *

Harr Wagner addressed the high school pupils of Hollister on "Touchstones in Literature," on Friday, April 21. Principal Davis has a remarkable record as student teacher and principal in his home town of Hollister.

* * *

The California School Masters' Club gave a dinner on Monday, April 17, in honor of Dr. Ray Wilbur, president of Stanford University, and P. P. Claxton, commissioner of education. Dr. O. P. Jenkins presided with much humor and dignity.

* * *

Hugh J. Baldwin is in the North looking after the interests of the California Humane Educational Association of which he is the president.

* * *

Principal Babcock, formerly superintendent of Mendocino county, is stirring up educational interest at El Monte High School in Los Angeles county. On March 7, the school celebrated Arbor Day with planting palms, maples, flowers, etc.

* * *

The State Normal School of Manual Arts and Home Economics, Santa Barbara, Cal., has sent out special announcements of courses for women and men. The school is in continuous session.

* * *

Supt. Hanlon of Contra Costa county, has been holding a series of successful local institutes and Dr. Maria Sanford of the University of Minnesota as the principal speaker.

* * *

Frances Effinger Raymond of the Gregg Publishing Company, has recently visited Arizona, Nevada, Oregon and Washington on an important speaking tour. She is a woman of such a fine personality, ability and presents her subject so forcibly that her speeches are among the most popular at these large teachers' gatherings.

* * *

Susan M. Dorsey, assistant superintendent of the Los Angeles schools, is sending out urgent requests for publicity for the N. E. A. meeting in New York, July 3 to 8, 1916. Preparations are being made to make New York meeting of the N. E. A. a notable one.

* * *

California Federation of School Women's Clubs met at the Civic Auditorium, San Francisco, April 18, 1916. Mrs. M. M. FitzGerald presided. The principal speeches were made by Dr. Jessica Peixotto, Agnes Regan, Harr Wagner, Geo. Gallagher, Mrs. Clara Partridge, and Miss Clemens, who gave a talk on the beautiful moving pictures of Yosemite.

* * *

The Desmond Service is arranging to make the trip to Yosemite, and life in the wonderful Yosemite a continual delight. Never before in the history of the valley have such fine preparations been made. The Desmond Service will stand for Yosemite delight before the season is over.

* * *

W. H. Keith, the noted singer, who has recently returned from New York, and opened a studio in San Francisco, delighted the California Teachers' Association with his wonderful baritone solos. Mr. Keith is a brother of Eliza D. Keith, the noted writer and teacher in the San Francisco school department.

* * *

Supt. H. M. Rebok visited Berkeley, Cal., recently to study a plan for the development of the educational interests of Santa Monica.

* * *

F. M. Lane of Fresno, who is actively engaged in promoting "The Grammar School Principals' Association," was one of the new and alert members of the California Council of Education. The aim is to have associations of grammar school principals organize in all the large counties of the State.

* * *

Over 5,000 school children will sing at the Stadium, San Diego, on May 13. Edward Hyatt, Superintendent of Public Instruction, will be the guest of the children.

* * *

F. O. Mower, principal of the Madera High School, delivered an original and virile address on "Vocation Guidance" at the Fresno meeting of the C. T. A. This address was published in the Fresno, Madera, Hollister papers and other publications.

* * *

The following timely and practical program has been arranged for the Gregg Round Table to be held during the convention of the Eastern Commercial Teachers' Association in New York, April 20, 21, and 22:

Back to the Fundamentals, by Mr. John Robert Gregg.
General Discussion—twenty minutes.
Certification of Teachers, by Mr. Walter E. Ingersoll.
How the Busy Teacher May Maintain or Acquire Speed—a general round table discussion in which everyone present is invited to join; thirty minutes.

Except for the two ten-minute talks, it will be seen that the entire round table session has been set aside for discussion of the topics announced and for asking questions. The three topics announced are live ones and teachers may look forward to a profitable meeting.

GRADE TEACHERS' ORGANIZATION OF BERKELEY

As the outcome of the interest and enthusiasm shown in the grade teachers' section of the N. E. A., which convened in Oakland last August, a grade teachers' organization has been formed in Berkeley, with membership in National League of Grade Teachers.

The Berkeley organization was effected last November with the following officers: President, Miss Lillian Talbert; vice president, Miss Anna Mantz; recording secretary, Mrs. Grace Hillyard; corresponding secretary, Miss May C. Wade; treasurer, Miss Laura Rector.

The following committees were appointed: Educational committee, legislative committee, program committee, press committee, council of education committee, membership committee, board of education committee, mothers' clubs committee, and platform committee.

There is a membership of ninety, which is a large percentage of the teaching force. Every member is a vital part of the organization, and the teachers are enthusiastic and happy in this new opportunity for usefulness and self-expression.

At the initial meeting of the organization, Dr. O. M. Plummer, president of the Board of Education, Portland, Ore., and friend of the organization of grade teachers, was present, and spoke on the subject of grade organization. He declared the movement to be one of the most useful of its kind ever inaugurated. The grade teachers, he stated, have many problems that are peculiarly their own—problems which they alone can solve.

At the February meeting the general subject taken under consideration was the crowded classroom. Miss Sophie Meyers, chairman of the educational committee, pointed out the fact that the problem of teaching a class and of handling a mob are two widely diverse undertakings. She presented an array of facts gathered from various sources to show that one great factor of retardation is the over-crowded classroom, and that from a financial as well as an educational point of view the over-large class is not a good investment. The cost of "repeaters" offsets the additional expense of more teachers and smaller classes. With smaller classes, acceleration is frequently made with individual members in a class, and not infrequently class acceleration is accomplished. It was shown that in some cities the cost of every repeater means as much as $60 per year to the community.

During the short period of its existence the organization has taken up besides the subject mentioned, such questions as tenure of office, exchange of teachers, sabbathical year, and the crowded curriculum. It is working on a plan for the establishment of a zone of quiet in the vicinity of the Berkeley schools. Some of the schools of this city are unfortunately situated as regards disturbances. In one school the work of some classes it is calculated is hardly sixty per cent efficient because of the loss of time occasioned by the incessant interruptions of trains, trolleys and traffic, and the disquieting effects resulting from these causes. The teachers feel that not only are existing conditions a detriment to the pupils and teachers, but that they are also an injustice to the taxpayer, who pays for full and efficient school service.

The organization is working entirely along constructive lines, and is endeavoring to instill a professional spirit in the consciousness of its members, and to bring about co-operation of the grade teachers of California. The educational committee is gathering data on the crowded classrooms and other disadvantages under which the children of the elementary schools labor.

SELMA BURSTON,
Chairman Press Committee.

* * *

The following institutions of higher learning will offer courses in Gregg Shorthand this summer:

Columbia University.
New York University.
University of California.
University of Denver.
University of Pittsburgh.
Simmons College.
Adelphi College, Brooklyn.
University of Virginia.

This is a strong indication of the growing demand for Gregg teachers all over the country.

Full information about these courses may be secured by addressing the schools.

* * *

A teachers' course consisting of forty hours' work on the principles of Gregg Shorthand and methods of teaching, is being conducted under the auspices of the Eastern Gregg Shorthand Association for the teachers of Boston and vicinity. The theory class is under the direction of Mr. Albert D. Mack, principal of the Lowell (Mass.) High School. The lectures on methods are given by Mr. Wallace W. Renshaw, assistant manager of the New York office of the Gregg Publishing Company.

CALIFORNIAN'S WORK TAKING STRONG HOLD IN THE SCHOOL WORLD

McFADDEN LANGUAGE SERIES

By Effie B. McFadden, for Twelve Years Supervisor of Teaching of Language and Grammar in San Francisco State Normal School

meets interested welcome. By well-known apostle of simple methods in the teaching of language, the McFadden books reduce the subject to essentials. They teach by practice rather than by rule, emphasize the correction of common errors, and teach the child to criticize his work, both oral and written.

The First of Its Kind

"The first series in language and grammar built on the plan to begin with language used by the child in his oral and written work, teaching him how to correct the errors made in that work."—Clarence Henson, Principal, Isadore Newman Training School, New Orleans, La.

Keeps Within the Child World

"I am impressed with three features found in the series: The success the author has in keeping within the child world; the emphasis placed on oral English and the relatively successful avoidance of work that belongs properly to the lessons in reading."—William F. Clarke, State Normal School, Minat, N. D.

Frees Grammar of Wearisome Detail

"The third book is the best attempt I have found to free grammar-teaching from the mass of needless stuff that so encumbers it."—Patterson Wardlaw, Department of Education, University of South Carolina.

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Study the Expressions on Your Pupils' Faces

Drop in one of your south or west schoolrooms the first sunny afternoon you have and look them over.

You'll find them scowling, squinting, frowning, restless—a condition that seriously detracts from their learning capacity, not to mention the injury to eyesight and health due to eyestrain.

Then sit down and write for our illustrated booklet showing how WESTERN VENETIAN BLINDS will eliminate all the glare and supply soft, uniform, restful light. Better ventilation also.

Don't forget this, now. It's a matter that needs your immediate attention.

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MUSIC IN SAN DIEGO

"Fill the Stadium"—this is the slogan of the Committee of One Hundred who are laying ambitious plans for the annual May Festival of Music in this city. The Stadium will seat 30,000 people; up to the present time it has not had that many sitters, the largest attendance being on the occasion of the public school games and athletic contests last year. The Park Commission is behind the committee in the effort to have the big amphitheatre full and running over.

Last year, at the Organ Pavilion, there were 1100 school children singing the "Ode to Joy" (Schiller-Beethoven). It was estimated that for each child there were five adults present, making a record-breaking crowd before the organ. This year the festival committee has set the mark at 500 children, but from present indications this is too low, for in addition to the co-operation of all the city schools through City Superintendent Duncan MacKinnin, Miss E. P. Williams, supervisor of music in the grammar grades, and Clarence W. Bowers, head of the music department of the high school, the festival committee have been assured of the participation of glee clubs, school choruses and singing clubs in most of the surrounding towns, including East San Diego, La Mesa, Coronado, Normal Heights, Lemon Cove and La Mesa Heights.

Edward Hyatt, superintendent of public instruction for California, has written the following note to the committee:

"I have your urgent and compelling invitation to be with you in San Diego on Saturday, May 13th. I shall try to be there unless some preventing Providence turns up which is not in sight as yet. Keep me posted and remind me please. Very cordially yours,

"EDWARD HYATT.

Mr. Hyatt's part will be to award the festival prizes and to give a short stump speech on "Music in the Public Schools." He is a capital speaker with a vast fund of wit and humor. He spoke in this city last about six years ago. Mrs. Hyatt will probably accompany him; she, too, is prominent in public education.

The singing prize at last year's May Festival, a wall trophy, was won by the East San Diego schools. This year, it is planned, the prizes will be in cash. There will be at least three prizes, namely:

A prize for the best glee singing by a high school.

A prize for the best glee singing by a grammar school.

A prize to the school having to its credit the greatest mileage, this to be determined by multiplying the number of miles distant from the stadium entrance by the number of pupils present and singing.

The festival committee, having interested the public schools, will this week endeavor to secure the co-operation of the private schools. There are in this county one thousand children attending private schools. The German singing societies and the Turners have indicated their desire to participate, also, and if possible two or more numbers combining song with calisthenics will be secured from them.

It is proposed to have a grand entry of school children, singing as they march, a welcome salute set to Chopin music. Then there

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SADIE BOOMHOWER, Primary Teacher, Hanford, Cal.

"I congratulate you on the plan of the Beacon Readers. This very day I was wishing for a plan of teaching reading and spelling similar to that of the old 'Elementary Spelling Book" of Noah Webster. Tonight opening your Beacon Primer—lo, it was before me! I feel sure the plan will be a success. My observations of lower grade pupils attempting to learn to spell have distressed me with the child's needless burdens. Generally speaking, every word in the ordinary lists involves a new or different combination of sounds. I am ready, therefore, to endorse heartily the author's plan to introduce 'long lists of selected words where only one difficulty is presented at a time.' The illustrations and typographical work together with the carefully selected matter I believe to be such as to make the series eminently successful."

L. B. STEVENS, Supervising-Principal, Reedley, Cal.

"I wish to thank you for the Beacon Primer and First Reader which you so kindly sent me recently. I have examined the books and can say that this method is better systematized than any I have seen and is also simple and direct. I especially liked the stories in the First Reader, my boys and girls were delighted with them."

STELLA F. SANDERS, Primary Teacher, Selma, Cal.

"The children all want the Beacon Reader. If you could hear them you could easily tell that they enjoy it very much. In fact, they like it so much that they study twice as hard and naturally I can get twice as much reading done."

JENNIE LEB, Primary Teacher, Reedley, Cal.

The Young & Field Readers, just published, fit into the Beacon Phonic Classification and do not duplicate the reading material.

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will be the "Anvil Chorus" (Verdi) with twenty real anvils and forty beaters.

The principal chorus, "An die Freude," (Ode to Joy) from the Ninth or Choral Symphony of Beethoven, will be sung by all the children to the music of an orchestral band of nearly one hundred pieces, the musicians coming from suburban towns as well as from San Diego.

Another rousing chorus, "To Stainless Knight Give Strength and Might," from Wagner's "Lohengrin," and a special song, "Gem of the Pacific—San Diego," set to music of Chopin, will also be on the program.

The festival is already beginning to attract nation-wide notice.

* * *

OUR FLAG
The Banner of Peace

(By ex-Judge Waldo M. York, member Board of Education, Los Angeles.)

Glorious Flag! You are the Standard
Of the Armies in the Vanguard
Of the world's great hosts of Peace!
Under you shall they march onward
To a goal of Glory Sunward!
To the wisdom of the sages,
To the light of all the ages,
You have added fruitful pages,
And in Love their truth presages
That all cruel wars shall cease!

O thou Flag of Glories dawning,
Flag of Love all hearts a-warning,
Dissipating hate and error!
Cherish in us high endeavor,
O thou Flag of Liberty!
All the earnest creeds here gather,
Here all races come together,
Learning here to love each other,
Each to each to be a brother:—
That all Sons of God are we!

O the fields of devastations!
O the homes of desolation!
O the travail of the Nations,—
Helpless, hopeless for cessation
Of those bloody cruel woes!
To our Flag we hear the calling
Of the common people falling,
Knowing not why they are fighting,
Cursing, maiming, killing, dying,—
Knowing not why they are foes!

And our people hear that calling,
As they look on scenes appalling,
See the curse of race traditions,
With their silly superstitions,
See the greedy competitions,
See the heartless, vain ambitions,
Causes of so many wars.
May we aid all war abating
And its "pomp" low relegating
To the murders with it mating,—
Bring curcease of senseless hating,
End the strife our Flag abhors!

Give, Our Flag, new inspiration,
Under you let this great nation
New affirm the declaration
Of the equal rights and station
Of all men in Freedom's cause!
May Peace on Earth, Good Will to men
Be echoed round the world again!
And may our Flag the emblem be
Of that grand Creed of Liberty,—
That grand creed of equal laws!

Wave, Our Banner! We revere you!
Let our hearts be always near you!
To the World let Truth endear you!
Wave, that Peace on Earth may be!
May all peoples understand you,—
Know Good Will to all commands you,—
Emblem of the Brave and Free!
Sternly evil deeds indicting,
Bravely people's wrongs arighting,
Joy in others' weal deriving,—
Freemen, for a World Peace striving,
Here shall ever fondly wave you
In this land that Patriots gave you,—
Fatherland of Liberty!

December, 1915.

* * *

Mr. C. P. Zaner, author of the Zaner method of penmanship, recently adopted by the State Board of Education, states that he is finding fine interest in practical writing in California. He states that he has found teacher audiences at Los Angeles, Long Beach, Redlands, San Bernardino, Santa Barbara, Berkeley, San Francisco and other places to be appreciative, interested and enthusiastic. It is understood that the State department will be ready to supply the Zaner method manuals for teachers and conpendiums by about July first. Mr. Zaner urges that superintendents order the right manual for each grade according to the instructions by the State department.

Teachers will find that they can learn to write a movement hand and learn to teach movement writing successfully from the first grade to the eighth, by practicing as well as teaching from the manuals.

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The Bulletin of the Summer Session of the University of California is ready and will be sent to any address upon application to the Recorder of the Faculties, Berkeley, California. The coming session begins June 26 and closes August 5. No formal examinations are required for entrance; admission is granted to all persons of sufficient maturity and intelligence to profit by the exercises of the session. The tuition is $15, regardless of the number of courses taken.

The usual courses will be offered. A particularly interesting programme will be presented in chemistry, physical education, public speaking, English, graphic art, music, manual training, home economics, education, public health, agricultural education, German and history.

Provision has been made for the expert training of boy scout masters, playground supervisors and athletic coaches at the coming summer session under the Division of Physical Education. Those responsible for athletic policies in the schools should not neglect to seize the opportunity to further prepare themselves for this work, and attend the University Coaching School during the coming summer session.

* * *

William H. Keith, late of New York, has returned to San Francisco, to teach singing. Himself a concert baritone of renown, Mr. Keith excels as a teacher of singing; his method of voice placement prevents the aging of the voice, and eliminates the dreaded tones of the "school teacher's voice" and the danger of "speaker's sore throat," from those who study with him. All who use the voice in either public or private effort can be greatly helped by the Keith method, which improves the voice and perfects the diction. Mr. Keith has opened his residence studio at 1280 Vallejo street, San Francisco. Phone Franklin 3922.

* * *

The Riverside County and City Teachers' Institute was held at the Girls' High School building at Riverside, California, March 27 to 31. The instructors were Dr. Richard G. Boone, Dr. Ernest Bryant Hoag, Prof. C. K. Judy, Mr. Francis Cuttle, and Mr. Charles W. Tanner.

* * *

The grammar school principals of Central California met at the Washington School, Fresno City, to discuss the necessity of an organization of grammar school principals. Prof. C. E. Rugh of the University of California, addressed the meeting on the needs and the advisability of forming such an organization. He expressed himself as being strongly in favor of such an organization in order to standardize the work of grammar school principals; stimulate an intercommunication among them; and be the means of promoting literature along the lines of the duties of grammar school principals. At the conclusion of his address a permanent organization was affected. The following were chosen officers for the ensuing year: F. M. Lane, president; V. H. Grimley, vice president; J. E. Rodman, secretary-treasurer.

* * *

Redondo Union High School, C. A. Langworthy, principal, is the proud possessor of a handsome new pipe organ, the second such organ to be installed in any high school west of the Mississippi river, according to Mark Keppel, county superintendent of Los Angeles county. The organ was installed at a cost of approximately $7,500, and is a part of the equipment of the new high school, but recently completed at a cost of $150,000. The occasion of the dedi-

Front View of the Lincoln Grammar School, Madera, Cal.

This is a beautiful and commodious building. It is one of the buildings selected as representing the best type of school buildings in California by a jury of architects specially selected by Supterintendent Hyatt. The above cut was published in the bulletin entitled "School Architecture." California is proud of her beautiful school buildings. Benj. G. McDougal, who designed the Lincoln Grammar School of Madera, has contributed much to high class architecture in California. A number of the finest buildings in San Francisco, and in the San Joaquin Valley were designed by him. There are three brothers named McDougal, who are famous architects—Benj. G. McDougal, who has his offices in the Sheldon Block, San Francisco; another one is the State Architect, and C. C. McDougal, the designer of the Museum building in Golden Gate Park, school buildings, apartment houses, etc. and is located in the Russ Building, San Francisco.

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cation of the new organ was a gala one for Redondo Beach. There was a recital by Ernest Douglas, of Los Angeles, while the dedication address was given by Mr. Keppel, and Dr. W. E. Wilson, principal of Manual Arts High School, Los Angeles, voiced the congratulations of the high schools of the county. C. A. Langworthy presided, and responded to the addresses of the visiting educators. It is the purpose of the Redondo district to use the high school auditorium extensively for civic center work.

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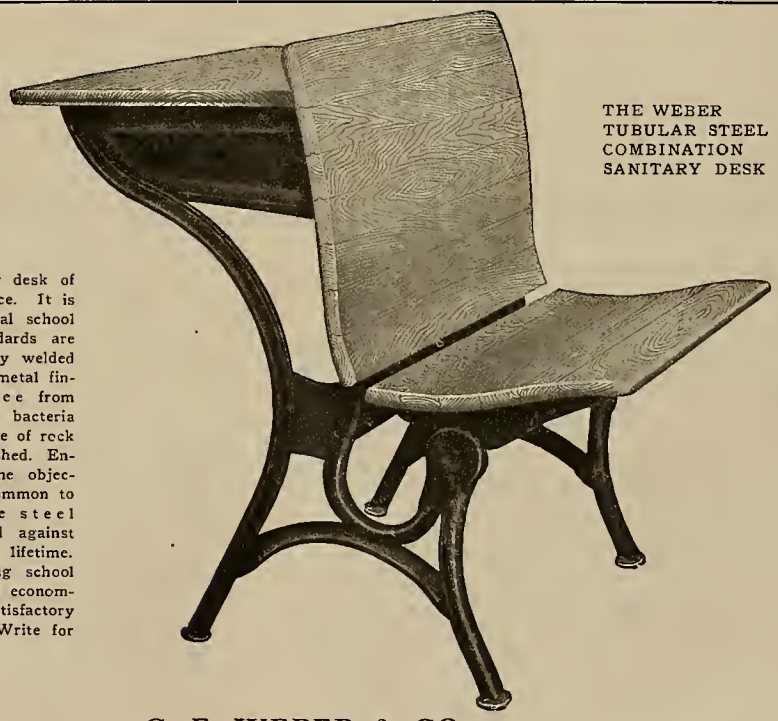
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Isaac Pitman Shorthand Wins Sweeping Victory Over Gregg
In New York City School Championship

Nothing could be more convincing as to the superiority of the Isaac Pitman Shorthand than the outcome of the New York Metropolitan Shorthand Contest, held on January 29, 1916. This contest is open to writers of all systems of shorthand in the day and evening high schools of New York City and vicinity. The results follow:

DAY SCHOOL CONTEST (Partial List)

	System	Gross Words Per Minute.	Net Words Per Minute.
Emil K. Ellis, Commercial	Isaac Pitman	120	118.8
Lillian Doris, Bay Ridge	Isaac Pitman	120	116.8
Violet D. Carabba, Bay Ridge	Isaac Pitman	120	114.4
William S. Rosenberg, Commerce	Gregg	100	98.5
Samuel J. Abelow, Commercial	Isaac Pitman	100	98.4
Jack Ellis, Commercial	Isaac Pitman	100	97.2
Eugene Rosenstrauch, Commercial	Isaac Pitman	100	96
Hector J. Battaglia, Commercial	Isaac Pitman	100	95.6
Saul Denofsky, Commerce	Gregg	80	78.8

EVENING SCHOOL CONTEST (Complete List)

Solomon Powsner, Harlem Evening High	Isaac Pitman	140	138.6
Emanuel Morris, Harlem Evening High	Isaac Pitman	140	136.6
David Gottlieb, Harlem Evening High	Isaac Pitman	100	97.8
Abraham Broadwin, Harlem Evening High	Isaac Pitman	100	96.4
Emanuel Newman, N. Y. Evening High	Gregg	100	96.
Moses Rubenstein, N. Y. Evening High	Gregg	80	77.8
Moe Goldberg, N. Y. Evening High	Gregg	80	77.77

AMATEUR CONTEST (Complete List)

Albert E. Marks, Commerce	Isaac Pitman	200	190.6
Thomas Kurtz, Wood's, Brooklyn	Isaac Pitman	140	134.4
Joseph V. Gelder, Harlem Evening	Isaac Pitman	120	119.2
Rose Feldman, Eastern District	Isaac Pitman	120	117.8

RESULTS BY TEAMS

Commercial High School Team

	Gross Words Per Minute.	Net Words Per Minute.	Points.
Emil Ellis	120	99.00	118.8
Samuel J. Abelow	100	94.4	98.4
Jack Ellis	100	97.2	97.2
Eugene Rosenstrauch	100	96.00	96.0
Hector J. Battaglia	100	95.6	95.6
Total Points Isaac Pitman			506.0

High School of Commerce Team

Wm. S. Rosenberg	100	98.5	98.5
Saul Denofsky	80	98.5	78.8
Percy J. Manning	80	97.75	78.2
Harold Henigson	80	97.50	78.0
Daniel Friedman	80	97.25	77.8
Total Points Gregg			411.3

The ultimate test of the value of any system of shorthand lies in the results achieved by its practitioners. Judged by the above tests, Pitman's Shorthand holds a position absolutely unapproached by any other system, and nowhere is its superiority more marked than over the light-line joined vowel method based on the Duployé French System, the chief of which are Gregg and Sloan-Duployan. With these systems, owing to the necessity for vowel representation, a speed of more than 80 or a 100 words a minute is very difficult, indeed, of attainment. It can only be achieved by dint of a prodigious amount of speed practice continued over a lengthy period, and then only by a comparatively few specially gifted students. With Pitman's Shorthand, any average student can attain a speed of from 100 to 150 words a minute, while the specially gifted writers are capable of 200 words a minute and upwards. There is no paucity of stenographic material in Isaac Pitman's Shorthand. It has a wealth of abbreviated devices and high speed expedients unknown to light-line methods, and this is the reason why, in speed competitions open to all systems at rates of 100 words a minute and upwards, Isaac Pitman's Shorthand continues to score such sweeping successes over its competitors.

A complete Report of the above Contest will be sent upon request, also particulars of a Free Correspondence Course for Teachers.

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Spanish Business Interviews. 96 pp., cloth, 50c. Adopted by San Francisco Board of Education.

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VACATION 1916

THE

WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, MAY, 1916 No. 5

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Prizes for School Children

The State Fair occurs at Sacramento September 2d to 9th, 1916. It is in the general charge of the State Board of Agriculture. This year the directors have set aside a generous area for a school industrial exhibit. This exhibit is to consist of (1) a fully equipped manual training section, with boys at work; (2) a fully equipped sewing and cooking section with girls at practice; (3) school projects in manual training, sewing, cooking, agriculture completed during the school year or during the State Fair week.

This contest is open to the grammar school boys and girls of California. If it interests you, send to Charles W. Paine, secretary of the State Board of Agriculture, Sacramento, California, asking for the prize list and any other information you may desire.

About a hundred prizes are offered, varying from $1.00 to $25.00 each. For the best loaf of bread, best rolls, best doughnuts, best cake, best jelly, $4.00 is offered in each case; and for the best six varieties of general cookery, $25.00. For the best handmade apron $10.00 is offered, $5.00 for the best dress, $5.00 for the best nightgown, $10.00 for the best foot stool. $15.00 is offered for the best table, $10.00 for the best pumpkin, $10.00 for the best 20 potatoes, $10.00 for the best 10 ears of corn.

Send to Mr. Paine for the whole list and then you will know all about it.

Teaching Writing

The new copy will be sent out to the schools on and after July 1st. Enough have been printed for every child to have one suited to his grade. There are eight numbers, one for each of the eight grades. Professor Zaner, the author of the system, spent a month in California lately looking over the ground and trying to be of use in starting the new system off right. He makes the following recommendations:

The best results in the teaching of writing, as in other subjects, comes through graduation and adaptation, according to age and condition. Experience causes me to recommend the following:

For One-Room Rural Schools

Compendium 1 for grades one and two.
Compendium 3 for grades three to eight.
(For 1917-18, No. 1 for grades one and 2; No. 3 for grades three and four; No. 4 for grades five to eight.)

The teacher should be supplied with a Zaner Method Writing Rural School Teachers' Manual free.

For Village Schools

Compendium 1 for grades one and two.
Compendium 3 for grades three and four.
Compendium 4 for grades five to eight.
(For 1917-18, No. 5 or 7 may follow No. 4 in grades six to eight.)

For City Schools

Compendiums 1 to 8 in grades one to eight.

Where movement has not been successfully taught, No. 5 should be used in all of the grammar grades, to be followed in 1917-18 by No. 6 in grades six, seven and eight.

Teachers' Manuals

Each teacher should be supplied with a Teachers' Manual to correspond with the book and grade she is teaching. These manuals contain weekly outlines which should be followed as closely as circumstances will permit.

The teachers' manuals will be put in the hands of the county superintendents for distribution. Observe that all schools of fewer than four teachers need only the Rural Manual and use only two or three of the copy books. The city schools use all eight of the copy books with their accompanying manuals, but that is too complex and involved for the teacher of many grades to undertake.

It will be remembered that these new copy books furnish no paper for writing. Each school must furnish that for itself. Old copy books may be used, upside down, when you have them. For practice paper, Mr. Zaner makes the following recommendation:

Pencil paper (news quality) about 8x10 inches, half inch ruling, ruled the long way, every other line very light, for Book One.

The same for Book Two, except three-eighths inch ruling, every other line light.

Pen and ink paper (foolscap quality), about 6¼x8½, half inch ruling, ruled the long way, for Book Three.

Same as above, three-eighths inch ruling, for Books Four to Eight.

Where Shall It Be?

Vacation time's coming pretty soon. How shall it be spent? To whom does it belong?

I presume the time belongs to the State. The State may demand it and use it one of these days, but now the teacher is free to use it as she listeth.

Plenty of places and plenty of ways to use it this year.

The Fresno Summer School is held in the High Sierras, among the dry, health-giving pines of Big Creek. The University Summer School is at Berkeley, fanned by the cool breath of the sea. By the sea is also the summer school of the San Francisco City Normal School. The Chico Normal School is going to hold a summer session, also San Diego and Santa Barbara, as well as Arcata at the opposite end of the State, up among the redwoods.

There are numberless places to see in California's wonderland, myriad spots for camping, for rest, recreation, relaxation, sport—while studying geography. Nearly every one has some place to work, if he chooses—in the fruit, in the hops, in the garden, in the hay, in the kitchen, darning socks, helping ma or pa, or what not.

It is my notion that the teacher is under an obligation to do the thing that will best put her in condition to perform good work with the children next year. Teaching is a worrying, nervous job. It makes anxious faces, crows feet, wrinkles,

VACATION

By Harr Wagner

1. An intermission of procedure, a stated interval in a round of duties or employment, as for rest and recreation, especially one of considerable length. Vacationist, one who is taking a vacation.—Standard Dictionary.

Nothing is as important as we think it is—not even vacation. The teachers of the public schools are the most fortunate of any class of public officials in that their vacation is sure and at regular intervals. In addition thereto the trend of school administration is to pay teachers the full twelve months of the year, so that vacation money is likewise sure. The vacation days should be the most delightful and useful of the year. There are teachers who rest. There are some who rust. There are others who indulge in physical over-exertion. The teacher who enjoys the out-of-doors, the sunshine, the flowers, the starlit nights, in the open country has the advantage over those who have the restless desire of travel, of vigorous athletics, of moving picture shows, and the inertia of a back room in a malodorous city where the air has been given not the once over, but breathed many times. The teacher's vacation has been almost monopolized by the "Summer Session" and the continuation schools, while the natural way of spending vacation should be playing lawn tennis, reading Locke's "Beloved Vagabond," Marcus Aurelius' Meditations, Burton's Anatomy of Melancholy, Bernard Shaw, Life, Puck, and the lighter magazines, eating tree-ripe fruit, milking cows, gathering eggs, and chasing the fish, in search of "The Ole Swimmin' Hole." The sea cool breezes offer unusual attractions to the teachers from the great San Joaquin and Sacramento valleys. The vigorous sea bathing, the salt air, and the cool nights offer a wonderful change from the sun-baked plains, and the insect infested mountains. The most beautiful, the most inspiring, the most vigorous of all vacation places is down by the sea.

To you who have given the best of your life to the schools, we wish the full joy of living during vacation days.

California is the World's Vacation Land.

sharp voices, fretful spirits. Some of us need to relax the bowstring and work with the body in the open air for a season, much more than we need additional mental culture. The greatest and most important resource of the teacher is elasticity, resilience, good temper, against the thousand buffets of the school room.

If this be treason, make the most of it.

The School Teachers' Page

Eliza D. Keith

Loose English

Let me summarize a recent article on English, without the interruption of the turned commas.

The bar is largely supported by errors in English composition. People express themselves in vague and confused English, because they are immature, untrained, or because they think vaguely. Good English is on the decline in the vast mass of current literature, as seen in the average magazine. And let me say here that the rules governing column heads in a newspaper—so many letters and spaces to a line—are responsible for some extraordinary turns and twists of language. Words are contorted and distorted in the procrustean bed of the head of the column, while grammatical form is thrown to the winds. As for the headlines themselves, a publicist once said, "From the war with Spain the United States learned that a war may be caused as much by newspaper headlines as by any complications of diplomacy." But to resume—

Persons Talk Loosely, Carelessly, Vaguely

Persons talk loosely, carelessly, vaguely, without definite purpose. Young people hear and read a vast amount of very shabby English. It might be added that even teachers are not free from the use of solecisms. For instance, it is no uncommon thing to hear a teacher direct a child to "Bring it down to the office." The distinction between "take" and "bring" has not been appreciated.

Professor Canby of Yale deduces from these facts the conclusion that traditional language forms are dissolving, and that a newer terser, less dogmatic way of saying things is gaining ground.

Brevity is the order of the age. The telephone has supercceded long communications by mail, and a telegram calls for the expression of a thought in its closest form, stripped to fighting weight.

"If college boys today," says Professor Canby, "do not write so well as those of a past generation, it must be remembered that the great mass of college students today come from humbler homes than the smaller groups of the past."

Courses of Study Should Consider the Mental Capacity, and Heritage of the Pupil

Now, as a teacher in the public schools of the cosmopolitan city of San Francisco, let me ask you, has it ever occurred to those who prepare our course of study, particularly that part of the course relating to the teaching of composition writing, and the art of using English correctly, has it ever occurred to them that the children in our public schools come from homes representing every grade of intelligence, culture, facility in the correct use of language, and the lack of any or of all of these conditions?

Much of the course may be said to be based on the assumption that the child hears or understands the correct form and that use of language will give him facility in the use of good English.

There never was a greater mistake.

The Least We Can Do

Is to give these children right models to read, to hear and to memorize.

Every child that reaches the close of the fifth year should have firmly implanted in his consciousness, the foundation facts of English grammar. Parts of speech,—singular and plural, demonstrative adjectives, agreement of verb with its subject, predicate, nouns and pronouns, as "It is I"; kind of sentences, and practice in constructing them, should find place in the course of English in the primary school.

Begin at the Beginning and Practice Constantly

Every musician must practice scales. There is a beginning and a technical drill for every art, or occupation except that of speaking and writing English.

Again I must protest against too prolonged a contemplation of a "composition," written, copied, corrected, recopied, and recorrected.

Better by far teach the child to acquire the habit of quick written expression, with verbal or oral corrections by the teacher as the child reads his production to the class, or a swift correction at the blackboard in full view of the class of the chief errors in the composition.

The correction is seen, understood and possibly taken to heart by the majority of the class. Whereas the private written correction of each composition book in quiet and away from the class, can benefit only the one pupil, and possibly not even him. By dwelling too long upon his own mistakes, the child may become a victim of auto intoxication. Did you ever think of that?

You may feel that all this has been said before. True—it has been, and often. But as long as present conditions exist, it has need to be said and written, until a more sane and sensible method prevails.

Vocational Need of Culture

Another college professor, this one engaged in training college-bred youths for journalistic careers, declares that they are lacking in "sense of style," the appreciation of good literature and the capacity to write good English.

He insists that these would-be journalists should know the prose of the King James version of the Bible, the verse of Shakespeare, and of the lesser English classics. If such students will not read good English for themselves, he will compel them.

At Cornell plans are underway for providing men who take the engineering courses, with readers of literature.

Vocational education has thus declared its need of cultural influences, and it is admitted that a youth whose attention is turned to mechanism and to material aspects of bodies of technical knowledge, needs to know how, and to be able, to express his expert opinions in speech or writing with a maximum of effectiveness.

How English Supplants the Mother Tongue of Immigrants

It is claimed that no matter what may have been the mother tongue of the great variety of European immigrants, English speech is used by their children in the second, if not in the first generation of new comers.

Life in American schools, shops, trade unions, and centers of recreation has a remarkable angelicizing influence. The more intelligent of the immigrants soon begin to realize that to profit by a school, to do business as employee or owner, to take part in the affairs of the community, to enter into its thought as expressed by its educators, public officials, and civic reformers, it is necessary to understand and to speak English.

At first it is the English of colloquial conversation, of business, later it is studied by alien pupils in day or evening schools. Then comes the daily newspaper, the labor speaker, the political campaigner, the actor, the words on the moving picture screen, and the native fellow workman who has already acquired a facility in speaking the language of the new world, all have their influence, and in time English as a working tongue has been mastered.

The Teacher Must Be Alert

Now right here is the need of great care and watchfulness on the part of the teacher who deals with the children of these foreigners, speaking an alleged English.

It is through their children who hear this form of English at home, a form, be it said, into which has been incorporated the national idioms of the foreigner, and numerous solecisms, slangs, and barbarisms picked up, or invented in his journey from one language to another. It is through these children of his that a corrupting influence is exerted upon the purity of our English speech.

It is only necessary to instance the "seen" and "done" for the past tense,—in the speech of the illiterate, and the use of "them" as a demonstrative in lieu of "this, these," "that, those."

Can That Influence Be Arrested?

Frankly, I don't know. I am afraid not.

Use is the universal law of language and in time it may be that the forms that now we fight against, will worm their way into the dictionary. The history of our common speech shows some equally startling changes. If you don't believe it, read Trench on the Study of Words.

In the meantime let the study of word analysis be resumed in our public schools.

Assisting the Alien to Learn English

Our government is assisting the alien to acquire the English language. The alien who wishes to remain an alien in language and in domestic customs is beginning to be a problem in some of our Eastern States, where for him there have been set up private schools that either use no English at all, or else if English be used at all, it is as one of two tongues taught, with the foreign tongue very much in the lead. The issue has come before law-making bodies in the form of an act concentrating in the State Board of Education, supervising power over such schools. Such legislation is

a "re-assertion of the traditional principle of the commonwealth, that final authority in matters respecting education rests with the civic authorities, and with the civic authorities alone." The conviction grows that English should be the working tongue of all citizens of the United States. The State certainly is within its rights to demand to "know how far below or above the publicly supported schools, the private schools fall or rise, and how rapidly or sluggishly they are moving in their efforts to Americanize immigrants and immigrants' children."

State supervision of private as well as of public schools is an issue that must be met, fearlessly and effectively. As a noted writer states the case, in connection with the subject of education: "There are certain standards to be set and lived up to. They are pedagogical and civic; not theological or sectarian."

The use of the school house as a social center will go far toward solving the problem and in this connection, take our boys off the streets and let them play in the school yards, under proper supervision, anytime during the non-school hours!

SUMMARY OF MINUTES OF THE STATE BOARD OF EDUCATION

April 10-15, 1916

The State Board of Education met in Los Angeles, April 10-15, 1916.

Mrs. Ray was designated to represent the board at the meeting of the Council of Education of the California Teachers' Association, to be held in San Francisco on April 22. The three commissioners of education were also instructed to attend the meeting.

Commissioner Wood recommended that the date of the annual examination for the State High School Credential be fixed for May 22-24, inclusive, to be held in the offices of the board at Sacramento and Los Angeles, and that the Commissioner of Secondary Schools be instructed to secure the services of competent persons to prepare questions for the examination.

Commissioner Wood was granted authority to send out a circular letter to teachers of mathematics and a follow-up letter on the teaching of English.

Commissioner McNaught requested authorization for the publication of the bulletin on the teaching of music, and the same was authorized in an edition of fifteen thousand.

Mr. DeMotte offered a resolution recommending that the secretary of the board be instructed to advertise for textbooks in English, the contract for the same having expired; that bids be submitted at the September meeting, and that the contest be conducted under the regular rules established for such submissions. The resolution was adopted.

On Thursday, at 2 p. m., the following committee appeared before the board: Senator Thompson, Mr. Fish and Mr. Arthur Will, chief of the legislative counsel bureau. Senator Thompson presented the following formal request from the special legislative committee: The legislative committee appointed to investigate the subjects defined in A. C. R. 26, 1915, will be glad to receive from the State Board of Education any suggestions that will assist it in prosecuting its work or any statement that the State Board cares to submit regarding the matters before the committee. He also reported the findings of the committee which was appointed to investigate the subject of high school textbooks, stating that the committee had held a session, lasting several days, at Los Angeles, in March, and would meet again in San Francisco on May 15th. At that time, the committee would be expected to conclude its findings, and to prepare drafts of bills to be presented at the next legislature. He requested, on behalf of the committee, that the board be represented at the approaching meeting and suggested that perhaps the board would like to recommend the limitation of the number of approved books in each subject.

Commissioner Wood summarized the remarks he had made before the legislative committee in March, and stated that it might be possible to discard certain books, permitting their use during the life of existing contracts, if such action would be legal. Mr. DeMotte stated that he had looked up the question of legality and believed the board could safely take such action.

The three members of the textbook committee and Commissioner Wood were instructed to attend the meeting of the special legislative committee in San Francisco on May 15th to represent the board.

The following requirements for admission to and graduation from the kindergarten training course in California State Normal Schools were adopted:

Kindergarten-Primary Course

The regulations and requirements for entrance and for graduation shall be the same as those established for entrance to and graduation from the regular teachers' normal course, with the following modifications and additions:

Modifications—The one required unit of education shall include at least one-half unit of professional work which shall deal with the principles and theory of kindergarten and child life.

The two and three-fourths units of practice teaching and special methods need not include methods and practice teaching in subjects not taught in the first two grades of the elementary school, but shall include principles and theory of kindergarten and child life.

One-half of the minimum requirement in practice teaching shall be in a kindergarten, the other half in a first grade.

Additions—At least one-half unit in physical education in addition to that specified for elementary teachers shall be required. This additional work shall be given with special reference to kindergarten plays and games.

One-fourth of a unit in primary and kindergarten literature and story-telling shall be required.

One-half unit in primary and kindergarten handwork shall be required.

One-half unit of special kindergarten music, including piano playing, shall be required, and no student may be admitted to the kindergarten-primary course who cannot play simple melodies, songs and marches upon the piano.

Requirements for Admission to Special Teachers' Normal Courses

Any person having the qualifications prescribed for provisional undergraduate standing in the "Regular Teachers' Normal School Course" may be admitted to the special teachers' courses maintained by any of the state normal schools other than the Santa Barbara State Normal School of Manual Arts and Home Economics.

Any person who submits evidence of having completed in a satisfactory manner a minimum of two full years of academic or professional training beyond a high school course may be admitted to any of the special teachers' courses maintained in the Santa Barbara State Normal School of Manual Arts and Home Economics.

Persons who satisfy the faculty of the normal school concerned that they have qualifications equivalent to any of the above requirements, may be admitted into special courses in such normal schools as are authorized to train teachers in special subjects, provided that they pass an examination in oral and written expression. These students may be given such standing as may be determined by the faculty of the school.

Requirements for Graduation From Special Teachers' Courses

The minimum requirement for graduation in any special subject or in any group of special subjects shall be the minimum requirement specified in the regulations established by this board for the government of educational institutions accredited to recommend individuals for special certification as set forth in Bulletin 10.

The above regulations were adopted.

Mr. DeMotte read the following resolution and moved its adoption, which was carried by unanimous vote:

Resolved, That the Secretary of this board be instructed to copyright the text in California History written for the State of California by P. F. Valentine.

The requests of the normal school presidents, presented in writing the preceding day, were again brought up. In the matter of the ninth grade for the training schools, a motion was offered by Mrs. Barnum, authorizing the continuance of such ninth grade classes in normal training schools where they already exist, or their inclusion where they might be desired until June 30, 1917. The motion was adopted.

Mrs. Ray reported on the progress of the work of codification done by Mr. Will, showing that the work left to the legislative counsel bureau had been completed.

The board recommended that the Recommendation for Health and Development Credentials be granted to the following applicants:

Dr. Earl E. Burk, Los Angeles; Dr. Joseph J. Carter, Los Angeles; Dr. Cecil F. Charlton, Los Angeles; Dr. Benjamin M. Frees, Los Angeles; Dr. J. Margaret Roberts, Los Angeles; Dr. Mary A. Harriss, San Francisco.

High School Credentials were granted to seven applicants.

Credentials in Special Subjects were granted to fifty-five applicants.

THE PROGRAM OF N. E. A., NEW YORK

The general sessions will be held in Madison Square Garden, New York, on Monday afternoon, July 3, and Monday, Tuesday, Wednesday, Thursday, and Friday evenings of the same week. The President of the United States will be the chief speaker at one of the sessions and one or two of his cabinet will also speak. Senator Owen of Oklahoma, will be one of the speakers. The different phases of education will be presented on the general program by prominent leaders such as Professor John Dewey, President G. Stanley Hall, Superintendent William A. Wirt, United States Commissioner of Education P. P. Claxton, and Mrs. Ella Flagg Young.

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Southern California Section

Under Direction of
HERBERT F. CLARK
Los Angeles Office
443 Wesley Roberts Bldg., Third and Main Sts.

DEPARTMENT CONTRIBUTORS
Editorial .....Herbert F. Clark
Ten Minutes for Recess.....Lane Doyle

Editorial

Long Term School and Summer Vacation

There is a great deal to be said yet in favor of a long term school with a summer vacation. In large cities, it does seem as though some supervisory hand should extend over the activities of children. In just what form this should be is still a question. San Diego is contemplating a change to the four semester plan. There is considerable tendency in this direction, especially in the coast cities of California, where climatic conditions favor all the year schooling.

As a general plan, however, we are of the opinion that the ten-month school and the two months' vacation is the best for all concerned. Summer schools with varied courses, and a large amount of supervised play make a pleasant and profitable midseason diversion. Municipal playgrounds come in here as an important factor in controlling the activities of children.

The great mass of grade teachers need a complete cessation of school activities. There is so much of the seasonal element in a year of school work. Teaching is different from other lines of professional work and business careers. It is more similar to the life of the farmer. He tills his soil, sows his seed, cultivates the grain and reaps the harvest. The teacher blocks out her material for a ten-months' term. She and the children take hold of it with a purpose to go through and accomplish so much. All the way along there is a feeling of working toward the middle, then toward the end of the school year. The whole program bears an element of system, of working toward definite ends; and this all gives character to the work.

When this is done both teachers and pupils need a change, and the greater the change the more zest with which all renew the work. Teachers need to get out and away from the work of the year. They need a change of experiences, not to forget and lose hold, but to get a different perspective. In some such way as this they can recuperate, and return to their work with renewed interest and inspiration.

Rome was not built in a day, neither is a civilization formed in a fortnight. The home, the city, the state are important factors in the process, and the true, social ideal involves an interaction between these forces and the school that all may perform their proper functions.

Get away, good teachers, and let the world wag.

Rural Schools and Efficient Teaching

There seems to be considerable feeling that our rural population is sadly neglected so far as school privileges are concerned. We are not well enough acquainted throughout the State to know how well justified this feeling is. We do know, however, that if all sections of the State are as well favored as that portion around Orange and Anaheim in Orange county, there is no immediate cause for worry.

We have in mind the Katella school, mid-way between Anaheim and Garden Grove in Orange county. Tucked away, as it were, in the corner of a walnut grove, hemmed in on two sides with valencia oranges, growing in between the trees are chilis, beans, spuds and sweet potatoes, what richer or more wholesome setting could human heart desire for the development and instruction of healthy, happy children! The building is not pretentious, nor yet as beautiful as might better suit the setting, at the same time it contains three rooms, with modern equipment, houses three teachers and about sixty of America's choicest children.

The setting and surroundings are important, the teachers and equipment are necessary, but it is the result of these forces upon the hearts and lives of children that constitutes efficient schooling. In no other way is it more certain that by their fruits ye shall know them.

We have two boys in that rural institution, one ten and the other thirteen. Their schooling until the last half of this year has been in Hollywood and Alhambra. There we had all the modern conveniences of up-to-date city school systems. The boys sincerely regretted leaving such conditions, and even their parents felt some hesitation in changing to country associations.

The result has been a happy experience. Three teachers to sixty children gives opportunity for individual help and personal influence. The lessons of history and literature have greater significance. Problems in arithmetic have a more concrete relation. The fact is the very forces of nature take hold of children and have a more wholesome influence than the complex, artificial conditions of city life. Fortunate are children who have such privilege for growth and development. It is out of such conditions as these comes the strength of the nation, and it is this kind of education that keeps a broad vision upon all life with its multiplied possibilities.

A Modern School and Abraham Flexner

It is with an element of weariness that one reads through the article "A Modern School" in April "Review of Reviews," by Abraham Flexner. From the title, the publication, and the man writing, one might think that possibly here would be found some sort of a panacea for at least some of our educational evils, some sort of an outline for constructing a more wholesome school system. Aside from the interest one has in retilling the same educational soil, there is nothing new or particularly valuable in the lengthy discussion Mr. Flexner ably presents.

He would have nothing taught merely because it is traditional. He would include in this category algebra, geometry, much of history, Latin and Greek and most of literature. He calls reading, writing, spelling and figuring merely instrumental studies. In the modern school "The work in science would be the central and dominating feature." Following this in the order of their importance would be industry, esthetics, and civics. With these co-ordinating and ramifying through each other he would construct a modern school curriculum.

In discussing what the modern school curriculum omits he says:

"It includes nothing for which an affirmative case can not now be made out." In other words he says, "What is taught, when it is taught, and how it is taught will in that event depend altogether on what is needed, when it is needed, and the form in which it is needed."

"Precisely," he says, "the same line of reasoning would be applied to English, history and literature."

We can't imagine a more indefinite basis possible upon which to construct an educational program. Is it possible that we can't foresee future needs of children sufficient to give them preparation to some extent for adult life? Shall we rule out the history of past ages because we can not ascribe an immediate need for their study? Shall we never open the pages of literature to children because they do not feel nor parents do not feel a present utility in their disclosures? Who shall determine what present needs are?

The only basis on which to construct educational practices, is to look back over the history of the world, see what have been the elements of strength in the lives of nations, what makes for human happiness, human progress, what makes life most worth, and taking these as a substantial background, interpret as far as possible modern conditions, modern tendencies, and with these combined, forecast in a measure, the future, and on these considerations arrange an educational program suitable as nearly as possible to the needs of our people. We need to keep this broader universal vision before us all the time. No one nation can be a guide, much less the immediate needs of individual children.

Out of this backward look loom the beacon lights of history. All the way down through the ages, literature has moulded the lives of men and peoples. Almost all that is worthy of consideration is historical, traditional. Out of that vast storehouse of past experiences have come all that is sacred to us. On that is builded our present civilization.

Suppose we let our modern school be an embodiment of that vast heritage of human endeavor. Let's give our children a glimpse of the great highway we've traveled. Let's call no person educated who doesn't see this race development as a whole and who doesn't realize that at best all he can do is to be a part in the process.

If we do this we must hold to much that is traditional. We must sacrifice present needs for future enjoyment. Measured by this standard our American schools have given to millions of American children this world vision, this conception of what American education should be.

Ten Minutes for Recess

The survey of the Los Angeles public school system has been completed, and teachers are again able to enjoy life (after 3 p. m.).

* * *

Ford M. Jack, principal of Pico Street Parental School, has announced his annual retirement from baseball. He will not play with the Schoolmasters' Club any more, as golf has claimed him as a victim.

* * *

Principal F. X. Goulet of the Sherman School is also addicted to golf. He attained his cross-country traveling ability while playing right field for the Schoolmasters' Baseball Club.

* * *

Excuses. (Written by fond parents)

Los Angles, Ap. 17, Cal.

Dear Miss Baley,

Aurora cant come to school yistiddy on acct. she has to mind the baby wich holiers wile I tried to do the warshing. Nex time I must kep Aurora out i will try for to sent her to school wen the babby quit hollerin, Her mother.

2134 Loquat Av.

Der Ticha

Excoos Pietro of being ebsent this A M he hed to fetch the warshin frum Hollywood his father woddent fetch the warshin for me to do,

Mrs Patella.

* * *

The Chinese are bad actors these days. They were once good actors. Alas! They lost their queues, and an actor without his cue is a bad actor, of course.

* * *

A Brand New Joke

"Have you read Jules Verne's 'Thousand Leagues Under the Sea'?"

"No. That's too deep for me."

* * *

Goodness Me!

Quite a fuss is being made over the fact that some teachers in Sierra Madre have been attending dances, formally attired. Hearsay also states that a teacher was once kissed in Sierra Madre.

A lady sent a letter to the school trustees complaining of the conduct of the teachers. Some of them act like human beings, which is not to be tolerated!

Teachers, remember that you are martyrs. And do not cause any jealousy in Sierra Madre.

* * *

Dr. A. F. Maisch of Los Angeles, in a letter to the Board of Education, declares that the children should have more time to eat their noon meal.

"Spider" Webb, aged twelve years, Los Angeles, California, pupil of the Alvarado Parental School, says:

"A hour is too much at noon. My lunch is always et at first recess. Whut us kids needs is not more time to eat, but more grub to eat."

* * *

You have doubtless noticed that the students at one high school never argue with those of another high school concerning the educational advantages of either school. They will debate or fight over baseball or any athletic game, but never over who has the best teacher, or which school has the prettiest waste-baskets.

Maybe some day they will have a school yell something like this:

"Ejjication! Ejjication!
Where do you git it at!
Where do you git it at! Huh?
Shortberry strawcake! Alligator pie!
Best Ejjication at L. A. High!
Ruh! Ruh! Ruh!"

* * *

Unk W. Hoskins, clerk of Mudhen District, when interviewed by our war correspondent, stated:

"Things hez changed. Pusson liberty is gone.

"This year my datter Louise got her diploma from the eighth grade. Them other trustees of this here districk hez been readin' city papers an' gittin' new notions into their heads about schools. They seen whar the Manule Arts High School gals wasn't allowed to wear clothes costin' over five dollars. So they up an' passed a rule thet graduates at Mudhen districk must do the same. My datter Louise were the only graduate.

"Her gown cost four dollars an' ninety cents an' I'll be dad-blamed if she didn't haf to go barefoot in order to obey thet ornery rule!"

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SAN FRANCISCO

Pied Piper Day will be celebrated by the Panama California International Exposition during May. On the day that this novel idea is to be offered, every child in the San Diego schools will be invited to assemble in Balboa Park, outside the Exposition grounds, at 10 o'clock in the morning. At this hour the pied piper will appear from the Exposition canyon, beneath the Puente Cabrillo, and will greet the children. As soon as he begins to play, he will march through the gates, across the bridge and into the Exposition grounds, conducting a special tour to various beauty spots and ending with a great performance given on the motor demonstration field for the benefit of kiddies. Previous to this day, the Exposition will distribute in all the schools copies of the story of the pied piper, with a reproduction of the Max Parrish painting.

MOVEMENT FOR BETTER TYPEWRITING

The past ten years have seen tremendous increase in typewriting efficiency. The championship contests, city, state and international have acted as a spur to kill previous records in speed and accuracy, but so far have rather neglected the faculty of making a letter or typewritten sheet artistic and pleasing. The value of appearance is undisputable, especially in view of the fact that a great deal of the largest buying and selling today is done through correspondence and letters are the only medium whereby the buyer judges the seller. To this must be added the necessity that legal documents should be perfect in appearance and that in this respect the skill of the average typists is still lacking.

The Gregg Writer Magazine realized this need for a greater efficiency and artistry in typewriting, and in attempting to secure the need, organized the Order of Artistic Typists. The requirement for membership in this order have been made very exacting by the Board of Examiners, but the advantages are so obvious that many typists are making thorough endeavor to fulfill the requirements and secure the advantages of belonging to the order.

Full information as to the nature of the tests, requirements, etc., can be obtained from the Secretary of the Board, 77 Madison Ave., New York City.

THE GREGG ROUND-TABLE

The Gregg Round-Table held in connection with the convention of the Eastern Commercial Teachers' Association, April 21, was largely attended, and the discussions were greeted by marked enthusiasm.

The subjects were: "Back to the Fundamentals," by Mr. John Robert Gregg, in which he emphasized the importance of drill in shorthand penmanship; "The Certification of Teachers," by Mr. W. E. Ingersoll, stressing the value of a standard for grading teachers according to their qualifications; and "How the Busy Teacher May Maintain or Acquire Speed," a general discussion during which many important points were developed.

The chairman of the Round-Table was Mr. J. C. Evans of Plainfield, N. J. Among those who participated in the discussion were Miss Emily L. Austin, Mr. W. W. Lewis, Mr. Fulton, Mr. George P. Eckels, Mr. L. M. Crandall, Mr. C. D. Dumbauld, and Mr. Rupert P. SoRelle.

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JOHN MILTON, SCHOOL TEACHER

(Address delivered at C. T. A., San Francisco, before Elimination Section, April 17, 1916, by A. A. Macurda.)

A. A. Macurda

John Milton, the austere poet of things divine—John Milton, the singer of melodies surpassingly sweet—John Milton, passionate defender of liberty—John Milton taught school. It was not much of a school. When, a young man, he returned from a triumphant tour of the continent to an England in the throes of civil dissension, it was to undertake the education of two young nephews, his sister's children. This was in 1646, nearly three hundred years ago. Four years later he published his Tractate on Education. We have no records of his own teaching experiences, beyond a probably libellous account of his driving his young wife to the desertion of him by the constant beatings he gave the boys. We shall be obliged to consider his theories rather than his practice.

Perhaps most of us are not willing to take Edison very seriously when he assumes to instruct us in the mysteries of a future existence; we may have a profound respect for Luther Burbank when he talks of potatoes and cacti, and still be forgiven if we do not immediately embrace as if it were an established gospel his latest utterance on the bringing up of children; and yet I think that professional educators must always realize that the assumption so often resented, that anyone can teach is in a very real sense true. Milton, the poet; Milton, the political pamphleteer; Milton, the apostle of liberty, has a message for the professional, pedagogical educationist of this day and generation.

Listen to his as he closes his essay on education, which was addressed to his friend Simon Hartlib, "Many other circumstances also I could have mentioned, but this to such as have the worth in them to make trial, for light and direction, may be enough. Only, I believe that this is not a bow for every man to shoot in, that counts himself a teacher, but will require sinews almost equal to those which Homer gave Ulysses. Yet I am withal persuaded, that it may prove much more easy in the essay, than it now seems at distance, and much more illustrious." This is a view which ennobles and elevates education, and makes it worth the earnest attention of the best and greatest of mankind. Let us venture humbly to consider in the light of three centuries since his time the principles set forth by this towering genius. In his Second Defense of the People of England, he writes of the Tractate in the following terms, "I then discussed the principles of education in a summary manner, but sufficiently copious for those who attend seriously to the subject, than which nothing can be more necessary to principle the minds of men in virtue, the only genuine source of political and individual liberty, the only true safeguard of states, the bulwark of their prosperity and renown." Let us then seriously attend to this subject.

To know, love and imitate God; thus possessing virtue, which united to faith produces perfection, is his first statement in abbreviated form. We frequently hear the charge today that this principle in education has been deliberately set aside, that our schools are Godless, and that children in them learn nothing of religion. Of course, the trouble with our critics is in the customary confusion of theology, doctrine and dogma with pure and undefiled religion. Undoubtedly there is a great weakness in the teaching of conduct, of manners and morals, in our schools today, and Milton has given us in his injunction to know, love and imitate perfect righteousness the true mode of approach to the greatest of our modern educational problems.

Our modern students of psychology have shown us that in the development of habit there are three steps, a clear concept of what the habit is to be, a motive to lead the pupil to acquire the habit, and the process of drill. Is not the parallelism clear in know, love and imitate? The educational doctrine of interest does not preclude the inculcation of habits. But to know God for Milton meant more than this. He says that it is to know his creation. It would seem that he meant this well nigh literally when we come to examine his curriculum in detail. Histories of education classify Milton as a realist, because of this view. All things were of interest to him, and he would have his pupils, like Rabelais's gigantic Pantegruel, an abyss and bottomless pit of knowledge. Is it not possible that we attempt to teach too little or rather too few things, today? President Eliot's famous investigation which revealed the fact that a high school pupil could read all the books studied in the eight grades of the elementary school in less than twenty-four hours, is in point here. In our passion for thoroughness we are condemning pupils to sterility in the thinking process, we are deadening their interest and enthusiasm in the pursuit of knowledge, we are failing to promote them to the next grade, and consequently driving them out of school, and withal do we get our boasted thoroughness. Let any teacher ask the teacher of the next higher grade.

Milton also is known to the student of educational history as a humanist. "Through the languages of peoples who have sought wisdom," says he, "we must expect to learn most effectively of God's creation." The teaching of the classics may seem almost to be a dead issue in this day and generation, but it is important to note that Milton's conception of the purpose of this study is that it's not justified on the ground of its cultural discipline, but upon the value and utility of that which may be learned through the medium of the ancient tongues. "And though a linquist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them, as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only." I suspect that most high school teachers of Latin, for instance, know some of the writings of Caesar, Vergil and Cicero. They may have read some of Tacitus, Livy and Seneca, but I am willing to wager that they know but a few of the extant writings of even these six men, and that they can neither name the works nor tell their subject matter of Cato, Varro, Columella, Vitruvius, Mela, Celsus, Pliny or Solinus. Do they know Lucretius, Manilius and Longinus? I forbear a like question of the Greeks. The principle applies elsewhere than in the classics. Do our children know Shakespeare, or The Merchant of Venice, Hamlet and Julius Caesar? Do they know Physics or a Laboratory Manual? Do they know Arithmetic or a bookful of rules and problems? But how can this magnificent program be carried out? Who can undertake to teach children the writings of the past and also the tremendous acquisitions of the human knowledge developed in the three hundred years since Milton's time? Is it not an impossibility? Milton's answer is valid today.

Children go to school and there find "babblements while they expected worthy and delightful knowledge." Can the boy's teacher help him with a difficulty in his wireless installations? Can she tell him what is the matter with his electrolyptic interrupter? Can she probably tell him what a conjugation is, and how to figure partial payments, but these things to the boy are words, words, words. As Rousseau said with our prating methods we make nothing but praters. It is rather strange to find two such diverse characters as Rousseau and Milton agreeing in the excoriation of an education which consists merely of words. We need a new emphasis on the fact that language has no other use or office than that of expressing thought, and that it must never be divorced from that function.

Milton's famous definition of education reveals much of his thought concerning the way it should be administered. "I call therefore a complete and generous education, that which fits a man to perform justly, skillfully and magnanimously, all the offices, both private and public, of peace and war." We talk today about functional education, but was it ever more clearly stated than in these words? A man fitted to perform certain things! Again we are constantly told that educative processes must be socialized, what of the phrase, "both private and public," as giving full recognition to the social and individual aspects of education alike! And that trilogy of mouthfilling adverbs, "justly, skillfully and magnanimously," how easily they remind us of good, the true, and the beautiful; or how readily can we see in them a reference to the activities of intellect, will, and emotional nature!

The machinery for carrying out this sort of an education was to be first a spacious house and grounds fit for an academy, to accommodate 150 persons. This was to be the school and university, supplying all the needs of its students until they were ready for special schools of law or medicine. What is this but the modern demand for a six-year high school, or more properly the junior college attached to our high schools?

The curriculum is to provide training in the chief and necessary rules of grammar. The principle very clearly is applicable to other than a literary training. Chief and necessary rules of all the subjects first, and then the things themselves. Chief and necessary does not mean all the minute and special considerations that attach themselves to the systematic development of a subject in a thorough going scholarly fashion. They are few, and if we confine ourselves to the teaching of these we shall have the time to devote to the acquisition of real knowledge.

He suggests some "easy and delightful book of education," of course in Latin or Greek for him. From my experience in normal school work I have become convinced that Milton has a lesson for us here as well. The boy or girl is usually interested in and benefited by a study of physiology, why would he not be equally the gainer from a study of elementary psychology? When a youth knows the inexorable laws of habit formation, and the fixed and certain course of the development of his reasoning power, may we not expect from him a readier co-operation in the process of building up his character? I must again quote, "But here the main skill and ground work will be to temper them such lectures and explanations, upon every opportunity, as may lead and draw them in willing obedience, inflamed with the study of learning and the admiration of virtue, stirred up with high hopes of living to be brave men and worthy patriots, dear to God and famous to all ages, that they may despise and scorn all their childish and ill-taught qualities, to delight in manly and liberal exercises, which he who hath the art and proper eloquence to catch them with, what with mild and affectual persuasions, and what with the intimation of some fear, if need be, but chiefly by his own example, might in a short space gain them to an incredible diligence and courage, infusing into their young breasts such an ingenious and noble ardour as would not fail to make many of them renowned and matchless men." Once again does he seem to peer down through the ages to our present time, when educational gatherings devote much time to the proper treatment of the exceptionally gifted child, and when our periodicals are busy pointing out the great waste in education resulting from our neglect of the specially talented pupils in our public schools. When the farmer devotes his first energies to the stony bramble patch, leaving the broad fertile acres to become infested with weeds, then and then only shall I admit the wisdom of specializing to the extent followed today in schemes and plans for the uplift of the sub-normal child, when it involves, as I believe it does now, a totally indefensible neglect of those who may become the great leaders and benefactors of the next generation. It is not a violation of the principle of democracy to educate our best in a way particularly adapted to their needs, for they too have their rights in a democratic society. There seems to be no reason why as many children should not pass through the eight grades in seven years as are now compelled to spend nine years in the process, and yet it is a well known fact that those who gain a year are about a tenth as many as those who lose one.

After the preliminaries just described, Milton

would go on with a course of study including the following amazing list: Arithmetic, geometry, play, religion, and Scripture, agriculture, geography, physiology, trigonometry, fortification, architecture, engineering, navigation, and a study of natural phenomena beginning with meteorology, and leading up through mineralogy, botany, zoology, to anatomy and medicine. It is of the greatest important, however, if we wish to understand these apparently prohibitive requirements, to note the way in which he would have these multitudinous topics presented. Men who are engaged in these professions, and occupied with the matters under consideration are to come in and of their own experience make them real to the students. "And this will give them such a real tincture of natural knowledge as they shall never forget, but daily augment with delight." We can readily imagine to what use Milton would put the educative film. It is strange that when all the great thinkers who have addressed themselves to the problems of education, and they all have, insist upon the necessity of experience as the essential in the teaching process. We have been so slow to put into practical effect their oft repeated admonitions. Poetry of "springtide" in California, which our seasonal changes never bring. Lessons on mountains, on the shores of the Mississippi. The banner with the strange device, strange indeed when "excelsior" means the wrapping around the new set of dishes. Our newspapers are full of the laughable errors of school children, but are they laughable? Have we given them experiences with reality to keep them from these ludicrous blunders?

It may not be necessary, yet let me dwell a moment upon the place of play in education. It may not be necessary, I repeat, and yet a great and popular professor in our own State University in his book, "Idols of Education," says there is no educative value in play whatever. Play means happiness, the perfect harmony between desire and the capacity to satisfy it which is the only true happiness. Play enables the child and youth to adapt himself to his fellow beings, and is therefore of the utmost social importance. In play he secures the control of his physical mechanism, the most perfect intellectual apprehensions from those activities in which he engages, and in a vital way acquires the fundamentals of a social morality.

By this time Milton has his pupils ready for a systematic study of morals or ethics, "instructing them more amply in the knowledge of virtue and the hatred of vice." After establishing personal duty, they are ready for economics. Then selected comedies and tragedies may be employed for enjoyment and to convey a knowledge of household matters. As he names Alcestis for this latter purpose it is evident he has in mind the larger ethical questions that are involved in the family relationships, and not our modern household economics. I believe, however that there are modern household tragedies which can be averted by the study of our present day courses along this line.

Next politics and law; from Moses, through the Greeks and Romans, to the Saxon and common laws of England and the statutes. May I digress here to inquire why the ordinances of his own town are not good educative material for our boy of today? Are there not in the laws immediately applied to his own townsfolk lessons as valuable as are to be obtained in an exhaustive analysis of the national government, and the composition of the electoral college?

Theology, oratory and rhetoric now demand the attention of Milton's pupils. Incidentally Italian, Hebrew, Chaldee and the Syrian dialect are to be gained. There are people who look upon the possession of a few languages as the hall mark of learning, as if the linguist has achieved a wonderful task in the simple memorizing of a few hundred more syllables than the rest of us. It seems to me that a far saner view of language mastery is to make it incidental to the discovery of that which its employment may reveal. The best German scholar, not born to it, whom I know acquired his facility in the process of digging certain scientific knowledge which he wished out of German authors. I have a friend who has read Hebrew without lexicon and grammar, impelled by his interest in the literature of that language, until he is actually competent to correct the standard lexicographers as to the meaning of the words.

"These are the studies wherein our noble and our gentle youth ought to bestow their time, in a disciplinary way, from twelve to one and twenty unless they rely more upon their ancestors dead than upon themselves living. In which methodical course it is so supposed they must proceed by the steady pace of learning onward, as at convenient times, for memory's sake, to retire back into the middle ward, and sometimes into the rear of what they have been taught, until they have confirmed and solidly united the whole body of their perfected knowledge, like the embattling of a Roman legion." With poetry, music, gymnastic and military discipline, this education so much resembling that of ancient Greece is completed.

Milton lived in the time of liberty's birth—in a glorious renaissance—he met and talked with Galileo. His life was coincident with the first of American history—his poetry is the daily study of thousands of our boys and girls. His theology still rules the thinking of the Protestant world —God and Satan, heaven and hell, are all modified in our thinking by his immortal words.

May we not catch the splendid majestic conception of an education that shall transform the world. Some one has said that such an education would be appropriate if all the pupils were Milton's! Granted—but could even a Milton survive the deadly grind of our public school system and be a genius in spite of it? Happily we are seeing a new day in this latter age. We too must fight with all the force at our command for a new liberty,—the liberty of the child to think for himself, to choose for himself, to act for himself, to be himself.

I can imagine Milton, the handsome, clear-eyed prophet and seer, listening to our present day educators as they set forth the aims of education—"efficiency, real culture, and responsible character," and quietly remarking, "I told them all that, long ago."

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Summer Course *for* Teachers *at* Gregg School

The Session for 1916, which will begin Monday, July 3, and end Friday, August 11, will be especially notable because of the

Exposition of the New Manual

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The various teaching points will be carefully brought out, and the changes that have been made fully explained. As the improvements in the Manual result in the saving of considerable time for the teacher, and in the simplified and more logical presentation of many of the lessons, Mr. Gregg's exposition will be welcomed by a great many teachers. The handling of the new Manual will be of immense importance to progressive teachers, and to learn Mr. Gregg's methods will be to get the best possible start. It is desirable that reservations for the summer session be made early.

OTHER SPECIAL FEATURES

A new feature for 1916 will be a six weeks' Reporting Course, conducted by Mr. Fred H. Gurtler, for teachers who wish to increase their speed.

A special class for teachers of other systems wishing to change to Gregg Shorthand, gives valuable suggestions as to handling the work in changing from other systems to Gregg Shorthand.

Visits to big business houses of Chicago to observe actual working conditions of modern industry.

Write for the 1916 Announcement Bulletin, and plan now to get the Gregg training this summer ; :

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CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS

The annual meeting of the California Federation of School Women's Clubs was held in conjunction with that of the Bay Section of the California Teachers' Association, at the Civic Auditorium, San Francisco, Tuesday, April 18th, beginning at 9:30.

Mrs. M. M. FitzGerald presided. The audience was the largest assembled during the week except those of the general session of the California Teachers' Association held at the Pavilion Rink.

The minutes of the preceding meeting were approved as read by the secretary, Alice Rose Power.

The report of the committee on constitution and by-laws was accepted as presented by the chairman, Miss Agnes Howe.

Mrs. Clara M. Partridge, chairman of the committee of resolutions, presented the following resolutions, which were adopted:

Resolved, That the California Federation of School Women's Clubs, believing in the educational value of the dance, heartily endorse the Mothers' Club of McKinley School, Berkeley, in its efforts to remove degrading elements from the amusement.

Resolved, That the C. F. S. W. Clubs pledges its assistance in the movement to reduce the size of classes under one teacher to a maximum of 30 pupils.

Resolved, That the C. F. S. W. Clubs pledges support to those movements which have for their object the mental, moral and spiritual betterment of the children of the State.

Resolved, That the C. F. S. W. Clubs urge upon the State Board of Education the need of some plan for the ownership of State text books so that the principles of health and sanitation may not be violated.

The report of the nominating committee was accepted and the following officers were elected for the ensuing year: President, Miss Ethelind M. Bonney, Stockton, Cal.; vice-president, Miss Julia A. Donovan, Sacramento; secretary, Miss Alma Simon, Stockton; treasurer, Miss Louise F. Bray, San Francisco.

Reports as to the various club activities were given by the president or a delegate from each of the Federated School Women's Clubs.

Mrs. Jack Smith and Mrs. Arthur Hackett, accompanied by Miss Harriet Pasmore, presented during the interlude between the business meeting and the professional program some very beautiful vocal selections.

The general topic considered was "The School Woman and the Community." It was presented as follows:

1. Introductory remarks—Mrs. Mary M. FitzGerald, chairman.
2. "The School Woman as a Social Agent"—Dr. Jessica Peixotto, University of California. Discussion opened by Miss Agnes G. Regan of the San Francisco Board of Education.
3. "The School Woman as a Citizen"—Mr. Harr Wagner, editor Western Journal of Education. Discussion opened by Mrs. Clara M. Partridge, principal elementary school, Berkeley.
4. "Co-operation of Home and School"—Mrs. Frank H. Harris, president San Francisco Congress of Mothers. Discussion opened by Mr. George E. Gallagher, president San Francisco Board of Education.
5. "Yosemite Valley," illustrated lecture by Miss Mildred Leo Clemens.

During the discussion of the topic "Co-operation of Home and School," Mrs. Lizzie K. Burke, the honorary president of the Kate Kennedy School Woman's Club, and Miss Ada Goldsmith, president of the Council of Jewish Women, gave valuable counsel and information.

Miss Emily S. Smith, president of the Ideal School Woman's Club, assisted by the presidents of the Federated School Women's Clubs, served most efficiently in the reception of the school women and their guests.

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EXCHANGE OF TEACHERS

The exchange of teachers leads to a wider outlook on life; it stimulates mental activity and makes it possible for one teacher to take advantage of the inventions of another; it arouses interest and pleasure in one's profession generally and in the specific subject under observation. Where a teacher is compelled to remain in one narrow locality for many years her ideas and labors become ingrowing, and, unless she be a very exceptional woman, she cannot ultimately blossom into a thoroughly all-rounded teacher and woman.

The survey at Springfield recommended that the Springfield Training School be done away with for this reason. The surveyors claimed that they could tell on sight every teacher trained in the school. They urged fresh blood being brought in, and that the Springfield teachers be given training in a wider field.

Interchange will make for the bettering of the conditions surrounding the profession. A teacher coming from worse conditions to better ones will, on returning home, insist upon improvement in teaching environment. Thus the places where salaries and conditions are lowest in the scale will find themselves under sharper criticism than ever before.

The exchange teacher will carry the message of the Classroom Teachers' Associations. This is the most potent movement in the educational world today, and only needs advertising to make it world-wide. This advertising can be materially helped by the exchanging of teachers. It will further help to nationalize the education of America. What education needs is money. This can be got from the Federal Government better than from the little local grocer and baker on the corner. When the teachers demand that the United States shall expend some of the vast financial resources at her command on schools there will be money for improvement. This federalization will be materially helped by a constant interchange of teachers between States.

GRACE HILLYARD.

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LEAGUE OF TEACHERS' ASSOCIATIONS

The Grade Teachers' Section of the California Teachers' Association met at the High School of Commerce, Wednesday, April 19th, at 10 a. m., Miss Murray of Oakland in the chair.

Following a brief welcome, Miss Murray outlined the purpose of the meeting as an effort toward improvement of conditions relating to the work of the grade teacher.

Miss Hallock of Los Angeles presented a paper on "The Scope and Significance of the League of Grade Teachers." In her paper Miss Hallock enumerated the accomplishments which had been definitely achieved by the 62 organizations in as many cities, now comprising the league, and mentioned many efforts upon which various sections of the league intended to co-operate in the future.

Miss Sophie Meyer of Berkeley, candidate of the grade teachers for membership on the Council of Education, was introduced and warmly welcomed.

Alice Rose Power of San Francisco urged the importance of mitigating the impression that the league is antagonistic to other school organizations and emphasized, as did other speakers from the house, the good work already accomplished by the San Francisco councils. Others who spoke from the house were Miss Tanquary of Oakland, Miss McDermott, Miss Grant, Miss Marsh, Miss Bray and Mrs. Page, all of San Francisco.

Miss Talbert, president of the grade teachers' organization of Berkeley, outlined the aims and achievements which the Berkeley society had clarified and brought to pass since its formation less than a year ago.

Miss Talbert moved the resolution that a section known as the Department of Classroom Teachers, Bay Section, be established to meet annually with the California Teachers' Association. The motion carried.

A talk on "The Exchange of Teachers" was given by Mrs. S. N. Hillyard of Berkeley. It was discussed by Miss Cora Lamb of Los Angeles and Mr. Rhodes, chairman of the executive council of the Teachers' Council.

Miss Hopworth of Alameda spoke on "Tenure of Office." Discussion followed in which the following participated: Mrs. Ostrom of San Francisco and Miss McDermott.

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NEW YORK UNIVERSITY SUMMER SCHOOL TO TEACH GREGG SHORTHAND

The School of Commerce and Finance, New York University, has announced the following courses for the summer season: Elementary and Advanced Gregg Shorthand; Methods of Teaching Gregg Shorthand and Typewriting; Typewriting, (Elementary and Advanced); and Office Training.

Other summer schools offering courses in Gregg Shorthand are Columbia University, the University of California, the University of Pittsburgh, Simmons College, Adelphi College, and the University of Virginia.

Full information about all these courses may be had by addressing the registrars of the institutions.

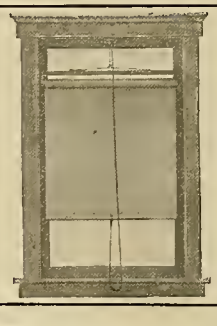
✣ ✣ ✣

TEACHERS' AGENCIES

Mr. J. A. Scott, who was superintendent of Yuba County for 18 years, has established the West Coast Teachers' Agencies at 243 Monadnock Building, San Francisco.

This agency has no connection with a former agency in the Monadnock Building that has been severely criticized on account of its methods of doing business. The editor of this Journal has known Mr. Scott for many years, and his integrity is unquestioned, and teachers and school trustees will find him ready to render splendid service.

Legitimate teachers' agencies have become especially useful to teachers and school trustees, and are today used by all the modern school boards for securing teachers specially adapted to the needs of the community and board of education.



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THE BEACON METHOD IN NEVADA

In previous issues of this Journal you have read of the remarkable success of the Beacon Method in Eureka, Santa Cruz, the San Joaquin Valley and in many other CALIFORNIA places.

A year ago the Beacon Method was adopted for exclusive use in the State of NEVADA so that now

Nevada Teachers are Basking in the Beacon Light

Read What They Say

"I have been teaching the (....) Method in the First Grade of the Reno City Schools for four years. I am this week promoting my first class brought up on the Beacon Method and I certainly think it a great improvement. I expect much better results this coming semester as I will be more familiar with the system, then, too, my class will have had nothing but Beacon, where this class had one semester of (.....). The Beacon Readers cannot be compared to the (.....) as they are so much better in regard to selections for interest." — **Emilie Yparraguirre**, primary teacher McKinley Park School, Reno, Nev.

"It affords me pleasure to recommend the Beacon Method as a worthy successor to the (.....) Method in that it requires less preparatory work on the part of the teacher—a boon to the busy rural teacher. I used the (.....) Method successfully for seven years, but found that when children were left to their own resources, they sounded from the beginning of a word rather than from the end or middle of it. My twenty-one years' teaching experience leads me to say that the Beacon Method is a step in advance."—**Mrs. E. D. McKay**, primary teacher, Mason, Nev.

"I have been teaching the Beacon Method for the past four and one-half months. I think it is excellent and by far the best method I have ever used. During this time my boys and girls have read four first readers besides Beacon Primer. They will complete fifteen in nine months and could read more if we had them. There are so many arguments for Beacon, I cannot write them all, but will say that—A Beacon class will visualize words rapidly and become excellent sight readers."—**Josephine E. Price**, primary teacher, Fallon, Nev.

"I like the Beacon System of Teaching Primer Reading better every day we use it. My children are improving with every page finished."—**Elizabeth McKay**, primary teacher, Mason, Nev.

"It is a pleasure to me to say to you that I find the Beacon Method of teaching primary reading just as represented—a time-saver."—**Mrs. Jennie K. Logan**, member State Textbook Commission, Reno, Nevada.

The Young & Field Readers, just published, fit into the Beacon Phonic Classification and do not duplicate the reading material.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial Notes

California is the world's vacation land.

* * *

Teachers should not rust. Should exercise, not exorcise.

* * *

Uniform High School text books would Chinaize our secondary school system.

* * *

Public Service has a forward look. However, if there were no private enterprises, there would be no one to pay for the public service.

* * *

Yosemite is nature's most beautiful playground for adults. It is California's most inspiring possession. Poets, and writers like Joaquin Miller, Wallace Bruce, John Muir, Henry Ward Beecher, Theodore Roosevelt, have coined words to fit the awe-inspiring scenery. It is vacation land for the teachers.

* * *

Supt. A. C. Barker of Oakland sums up in terse, direct and emphatic statement the ideal superintendent of schools. He says: The superintendent of schools should be an educational leader and not a dictator. He is responsible to the public for the course of study and its adaptation to the needs of the community. To the teachers he is under obligation to share information regarding his policy, to insure a hearing and respectful treatment to guard against failures, and to render sympathy and constructive criticism to the unskilled. It is his highest duty to protect pupils by advocating the selection of good teachers and having selected them, to see that means of growth are accorded them. He should also keep the teachers informed of educational progress and inspire them to make every effort for professional advance.

* * *

Should we establish a standard in payment of salaries based on preparation for work? The teachers who have made special preparation along certain lines insist that it is not fair that their salaries should not be more than the grade teachers. The normal graduate believes that the salary of the normal teacher should be higher than that of the teacher who entered the profession without such instruction. The university graduate believes that the salary standard should be higher than that of the normal graduate, and the Columbia University graduate believes that a salary standard of $10,000 should be maintained exclusively for graduates of the institution. So it runs. We have always claimed that the standardization of salary should not be on the preparation, or artificial credentials, or institutional merit—but on service! Not based on educational preparedness, degrees, nor past experiences, nor the size of the job, but on natural ability of the party drawing the salary to make good. We know it is impossible and impractical to standardize salaries on the basis of merit; it should be just as impossible to equalize salaries on the basis of preparedness. Standardization of salaries has a forward look. The superintendent who asks $10,000 for himself, $2000 for special teachers and only $900 for grade teachers belongs to a military system of class distinctions and not to a free public school system based on social service.

* * *

Anna K. Hallock, delegate to California Council of Education, makes these pertinent remarks on Mr. Barthel's address before the Manual Arts Association: "Mr. Barthel's pathetic plea that any man with red blood should have sufficient salary to support a wife and three children is quite humorous, when you take into consideration that Mr. Barthel is an eligible bachelor, and Mr. Roosevelt, the apostle against race suicide, is a candidate for President. Our readers will appreciate the following quotation from the bulletin of the Los Angeles City Teachers' Club:

"In the addresses of Mr. Barthel, supervisor of manual training, San Francisco, and Mr. Teall of Los Angeles, we heard allusions to our club which were not so complimentary. In discussing Section 1687 of the Political Code, and the Maddux Bill of last year, it was stated by these gentlemen that the members of the Los Angeles City Teachers' Club had divided into two factions; that a small faction had taken a dog-in-the-manger attitude; that if the aim had been increase of salaries it might have been better understood, but instead the effect had been to lower the salaries of certain special teachers; that flushed with victory over the defeat of Schedule B, they fought for the joy of smashing heads rather than for anything else. The climax of Mr. Barthel's address seemed to be that society imposes greater duties upon a man than upon a woman; that any man with red blood in him ought to command a salary sufficient to support a wife and three children comfortably; that a woman has no such demands made upon her; that for his part, he wanted no law to remain on the statutes which would hinder any board of education from paying him five thousand dollars a year if it saw fit. (Applause from the men.)

* * *

State Superintendent Edward Hyatt of California is one of the uniformly interesting characters in the educational world. He dares to say and cares to say more things that are unconventional than all the other forty-seven state superintendents combined. As a result every paragraph he writes is read as are the paragraphs of no other state superintendent, if we can judge by our observation.

He had a paragraph recently on "The Worm Turns" which we reprinted in the Journal of Education, and one man printed 25,000 copies of this and scattered it widely.

For a time conventionalists did not relish his unconventionalism, but since he has been re-elected again and again, sweeping primaries and elections with wild abandon, he is no joke to the conventionalists.

His latest and most tactful turn is the "Blue Bulletin," a modest pamphlet issued by the State Board of Education, for which only Mr. Hyatt and the three commissioners write, each signing initials to his contributions, as E. H., W. C. W., M. S. M., or E. R. S. We are quite sure that no other educational document in America is so universally read in the state as this is read in California, and we are equally sure nothing else in it is more uniformly read than the paragraphs by E. H. The press of the state has discovered it and quotes from it very generally. From Montessori to Finger Bowls, Mr. Hyatt expresses his mind without reservation. He is as distinctive a feature of education as is any man or woman in the country. He is in some respects the successor to Elbert Hubbard in the educational world.—A. E. Winship in N. E. Journal of Education of May 11.

Education Notes

The State Normal School at San Diego will hold a Summer Session from July 5th to August 15th and from August 21st to September 29th. The San Diego Exposition, the beautiful climate, the elegant buildings and picturesque location make the Normal School at San Diego the most attractive place in California for the teachers to spend the summer vacation.

* * *

The San Francisco Board of Education will hold a competitive examination, in order to secure teachers for the elementary school department June 16-17. Wire Mrs. Norris, secretary of the Board of Education San Francisco, for blank applications and information.

* * *

The State Normal School of Manual Arts and Home Economics, Santa Barbara, Miss Edna Rich, president, has prepared extra fine courses for the summer session.

The President, the Dean Miss Mary H. Tracy, Miss Nell A. Miller, Director Household Arts Department and Mr. N. Dana Cook, Manual Arts Department, will be assisted by an adequate and competent corps of faculty members for each subject.

All of the regular courses will continue through the summer and the classes are open to students entering for full courses, to students returning for another summer, to students transfering credits from another institution and to certificated special teachers desiring to augment their knowledge and experience.

* * *

The State of California is making an exhibit of text books at the San Diego Exposition.

* * *

Dr. Frederic Burke has arranged to hold the graduating exercises of the San Francisco Normal in the Greek Theatre, Berkeley, Cal., on Sunday afternoon, May 28th, from 4 to 6 p. m. The ceremony of graduation of the Normal is unique and impressive.

* * *

W. G. Hartranft has just returned from a trip to the Inland Empire Association and reports the meeting held in Spokane was of more than usual interest. Mr. Hartranft has a number of calls for lectures, and his wide experience as a teacher, superintendent and business man enables him to

give practical talks on lessons not always found in books.

* * *

J. E. McKown has resigned from D. C. Heath & Co., publishers, to accept the principalship of the Bellingham High School, Washington.

* * *

The special committee on high school text books of the Legislature, met in San Francisco on May 15, 1916. P. M. Fisher, E. Morris Cox, Will C. Wood and a number of others gave testimony against uniformity in high school text books. There seems to be some question as to the advisability of free high school text books for pupils, but there seems to be no question that uniform text books in high schools is objectional, unnecessary and against the best educational interests of the various communities of the State.

* * *

Bessie Locke, secretary of the National Kindergarten Association, 250 Madison avenue, New York, is sending out special literature calling attention to the excellent kindergarten laws in California; under the laws, Los Angeles increased from 74 to 133, Oakland from 3 to 30.

* * *

Selden C. Smith of Ginn & Co., has just returned from a trip to the Inland Empire Teachers' Association. Mr. Smith is enthusiastic in his praise of the work of Dr. Suzzalo as president of the University of Washington.

* * *

Elmer E. Cave, formerly principal of one of the grammar schools of Alameda, has been re-elected superintendent of Bellingham schools and his salary has increased each year until now he receives $4600 per year.

* * *

Mrs. O'Neil, ex-superintendent of Sacramento county, has been appointed to the official staff of Supterintendent Hughes. Mrs. O'Neil is one of the strongest and most progressive educators in California, and her many friends will rejoice to learn that she has a position that will give her opportunity to continue her splendid service to the schools.

* * *

The Oakland Teachers' Association has just issued a bulletin on the Past, Present and Future. It is a very interesting document. Even the treasurer's report is fascinating in that it shows a balance of $375.20 cash in the treasury. Every department shows careful editing.

* * *

J. S. Denton of the Napa High School, has sent us a Napa paper showing the remarkable record that Miss Murphy has made as an orator and debater. Our readers will remember Miss Murphy as the young lady who won the $50.00 prize for writing the essay on the Ginn & Co. text book exhibit at the Exposition.

* * *

The Journal of Education, Boston, has a fine tribute on the Blue Bulletin of Supt. Edward Hyatt's work as superintendent of public instruction. Calling special attention to the value of such striking articles as "The Worm Turns."

* * *

Fred T. Moore, formerly superintendent of Alameda city schools, and representative of American Book Company, for California, is teaching in the high schools at Sacramento.

THE OLD and THE NEW

Textbooks in Geography are now being considered more carefully than ever, because of the interest in the subject aroused by the war in Europe. Changes were unusually many last year, and will be more this year.

When you introduce new books, you want the most modern in method, organization, content. You are not interested in antiquities—even though masquerading in modern dress. Real contributions to the teaching of Geography have been made in recent years. Why not take advantage of them?

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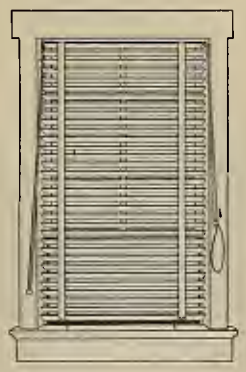

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It is reported that Edna Rich, the founder and president of State Normal School of Manual Arts and Home Economics, Santa Barbara, has resigned. It is also reported that Miss Rich resigns in order to marry a prominent Eastern gentleman whom she met while he was spending the winter at Santa Barbara.

* * *

John Arthur Greene, formerly manager of the American Book Company, New York, has returned on account of ill health.

Mr. Greene was a successful man in business, and his genial smile, and delightful personality will be missed among the book men.

* * *

MILLS COLLEGE HAS A NEW PRESIDENT

The Board of Trustees of Mills College (of Oakland, California), announces the election of Aurelia Henry Reinhardt of the University of California, to the presidency of the college.

Mrs. Reinhardt is well known throughout California as a university extension lecturer on English literature, and also for three terms as State chairman of literature of the California Federation of Women's Clubs. She is a life member of the Association of Collegiate Alumnae, a member of the Town and Gown Club of Berkeley, of the Prytanean and English Club of the University of California.

Mrs. Reinhardt has a national reputation also, as a scholar of distinction. After graduating from the University of California in 1898, she taught in the English department of the University of Idaho. In 1901-3, she was a scholar and fellow in English in the graduate school of Yale University. While at Yale she edited and translated The De Monarchia of Dante Alighieri, and this publication is now a college text book. Later she held a European fellowship. While in residence at Oxford University in England, she edited and published Epicoene, or The Silent Woman, by Ben Jonson, for which she received the degree of doctor of philosophy from Yale University in 1905.

A Californian by birth, but of New England ancestry, she is interested in the Daughters of the American Revolution, of which she is a chapter regent.

Her marriage to Dr. George F. Reinhardt, professor of hygiene of the University of California, took place in 1909. Dr. Reinhardt rendered eminent service not only to the cause of public health in California, but also in organzing the student infirmary at Berkeley, he inaugurated the most successful attempt ever made in the United States to establish co-operative medicine. Thus this young Californian will always be known as a pioneer in the movement to secure "better doctoring for less money," the slogan of that distinguished physician of Boston, Richard S. Cabot. The exceptionally useful career of Dr. Reinhardt came to an untimely end with his death in 1914.

Mills College, for more than a generation known as Mills Seminary, used to be hidden away in the foothills on the eastern shore of San Francisco Bay. Several years ago the seminary was discontinued, and, today, the college on the same site, with its 135 acres of picturesque wooded campus, is included in the boundaries of the growing city of Oakland.

That a woman of the forceful personality and of the pre-eminent intellectual attainments of Aurelia Henry Reinhardt, accepts the presidency of Mills College is significant of the position that the only college for women on the Pacific Coast has a right to assume.

The members of the present Board of Trustees of Mills College are David P. Barrows, University of California, president; George C. Edwards, Warren Olney, George W. Scott, Mrs. Frank M. Smith, Mrs. E. C. Wrikht, Mrs. Alexander F. Morrison, Miss Janet C. Haight, Mrs. Sophie Fiske Peart, Miss Ethel Moore, Mr. Frank M. Smith, Rev. George Eldredge, John M. Chase, Rev. Frank Goodspeed and Guy C. Earl.

* * *

NOT HE

"Some day, my boy," said the dignified school board member, "you may be president of the United States."

"Not a chance," replied the boy. "By the time I'm old enough, women will be running things in Washington. Better tell one of the girl."

* * *

AFTER SCHOOL

By Bliss Carman

When all my lessons have been learned,
And the last year at school is done,
I shall put up my books and games:
"Good-bye, my fellows, every one!"

The dusty road will not seem long,
Nor twilight lonely, nor forlorn
The everlasting whippoorwills
That lead me back where I was born.

And there beside the open door,
In a large country dim and cool,
Her waiting smile shall hear at last,
"Mother, I am come home from school."

For Open Air Class Room—USE SIMPEX—Now in Use in Over 600 Schools.

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The California School Law requires that the U. S. Flag be displayed both outside the building and inside the school room during school hours.

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5 "	2.60	10 "	6.00
6 "	3.00	12 "	8.00

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ALSO—NORTHWEST SCHOOL FURNITURE CO., 244-246 THIRD STREET, PORTLAND, ORE.

The San Francisco Board of Education is sending out copies of a list of books, entitled "What Shall I Do When I Graduate?" to the graduating class in high school and grammar schools. It is an excellent idea.

George L. Wilcox of Long Beach, Cal., submitted the very excellent Flag Code of the G. A. R. adopted for use in the public schools, as printed on page 8 of the April issue of this Journal.

MUNSON SCHOOL FOR PRIVATE SECRETARIES

By Harr Wagner

Vocational Schools

Vocational schools are more popular today than ever before. They belong to no class of people but to all people. The rich and the poor, and the large class between the two extremes recognizes the value of having the young men and women trained along vocational efficiency. There is no branch of expert education so interesting as that of the private secretary. The difference between a private secretary and a stenographer trained in an ordinary business college is the difference between $60

Lucile Smith, President of the Munson School for Private Secretaries

per month and the possibility of from $100 to $1000 per month. A private secretary in this day of big business, and large potentialities in social and political life is prepared by training and experience to succeed the chief. It was only recently that a young lady who was a secretary to the manager of a big corporation in New York City on the death of the manager was promoted to the position, and given the full salary of $10,000 per annum. Why? Because she had a personal, financial or political pull? No! It was because she knew the business and was efficient.

Offices of the Munson School for Private Secretaries, 150 Post St., San Francisco, Cal.

Private Secretaries

The Munson School for Private Secretaries is doing a unique and interesting work among vocational schools. The school is not only giving expert teaching in shorthand and bookkeeping, but more. It is training the business judgment, the business integrity, and business ideals of a select class of young men and women.

In a very attractive booklet, the question "Why You Should Acquire a Business Education" is announced in this way:

Has it ever occurred to you that to a great extent you are the director of your own destiny? Even if you are not compelled to "earn your own living," a business education is an investment which is of inestimable value in the management of your business and personal affairs, while to the one who must provide for his own future this special training is indispensable. This is a commercial age, and the young man or woman who enters the commercial world to wrest from it a comfortable support must be thoroughly equipped beforehand in order to receive the recognition and advancement which is so necessary to financial success.

Lucile Smith

Miss Lucile Smith, the founder and president of the school, has personality. She belongs to that rare class of men and women who are able to give character to an institution, a business, or an enterprise. The Munson School in its beautiful equipment, artistic arrangements, and spirit is most charming. The illustrations in this issue are suggestive of the environment.

Appeals to Teachers

The Munson School appeals especially to teachers and graduates of high schools and colleges for the reason, that the duties of a private secretary requires cultural knowledge as well as efficiency in the actual requirement of the vocation. The demand for well trained private secretaries has been so great the past few years that many university graduates, teachers of several years' experience and others who realize the opportunities for a wide field of useful service, and substantial reward, have entered Miss Smith's School and graduated, and immediately positions were secured by the school.

The school, however, maintains a full business scope, and does not discriminate against those who, on account of sickness or lack of opportunity, have not graduated from a high school or university. The scope of the school is such that any one desiring a training for business life will find efficient teaching, the school is open the year around. Students may enter at any time for day or evening courses and those who wish to fit themselves for legal, medical or literary secretaryships may receive special training along these lines.

Offices of the Munson School for Private Secretaries, 150 Post St., San Francisco, Cal.

A High Standard Faculty

The Munson School employs only the highest trained teachers, graduates of the universities, who have had successful experience.

A few years ago Miss Smith taught and managed the school alone. The school has had such a successful career and such growth that now she employs a manager and ten instructors.

Miss Wiley (the manager) is a graduate of the Munson School—and her experience as an executive during the past few years has amply qualified her for so responsible a position, making her a most able assistant to the president.

Mr. Clyde Blanchard, instructor of business economy at the University of California, has recently resigned to accept the position of head of the Office Training and Secretarial Department, as well as the department of the Gregg Shorthand of this school.

Mr. Blanchard is an exceptionally fine teacher, having not only had splendid training as a business man and university instructor, but also had charge of the Office Training and Gregg Shorthand Departments of the Commercial School Exhibit

which took the Grand Prize at the P.-P. I. E. in 1915.

The loyalty of its graduates towards this school is very marked, its influence generally extending beyond the short term of seven months, as evidenced at the Christmas season, when hundreds of cards bearing messages of remembrance, are sent to the school from graduates who are now living and working in many of the large cities of the world.

Numbered among these graduates are many successful court reporters, office managers and private secretaries who have worked their way to the top of their profession.

Excellent Methods

The Munson School instruction is an admirable combination of the class and individual methods. "Individual instruction" has an attractive sound, but few good schools adopt it to the exclusion of class work. The school combines the best of both methods.

The school appreciates the fact that each student is full of possibilities and that his ultimate success is determined by the extent to which these possibilities are developed. Individual instruction is given entirely when the student first enters the school, but effective class organization is most conducive to high efficiency and gives the student a standard of comparison with the work of others which awakens a spirit of interest that is always absent in isolated study, and for that reason students are grouped together as they advance in their work. The class groups are small and are formed with the idea in view that the personnel of the group is of as much importance as its size. The groups are so organized that students who are capable of advancing more rapidly than others can progress from one group to the next higher one without being "held back" by less competent workers and can thus get full value of each part of the course in the least possible time.

The work of each student—all notes, written work, note-books, transcripts, etc. —is examined with scrupulous care by the instructors and comprehensive explanations given which greatly assist the student in carrying his work forward quickly and effectively.

Employment

It is self-evident that the school expecting to maintain its place in the community must provide efficient training and at the same time must see that its students are placed where they can yield the greatest service to themselves and to the business world. The employment department is fully organized and equipped with the special end in view of placing every worthy student in a desirable position and in this phase of our work the school has been singularly successful. The satisfaction which graduates are giving employers is abundantly evidenced by the increasing number of calls the school is receiving from business houses employing them, and as a rule the demand is greatly in excess of the supply.

There is a free employment bureau in connection with the school, and any young man or woman who is in need of work may apply and will be assisted to a position without charge.

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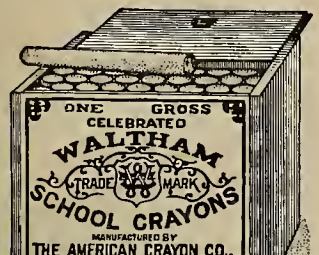

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THE LEAGUE OF TEACHERS' ASSOCIATIONS: ITS SCOPE AND SIGNIFICANCE

By Anna Hallock

The League of Teachers' Associations is a national organization whose object is "to bring associations of teachers into relations of mutual assistance and co-operation, to improve the social and economic status of teachers and to promote the best interests of education."

It gives us courage to know that others are facing the same problems. Their solutions help us. It is inspiring to know that thousands are working for a common aim.

In the four years since its organization the league has increased to more than sixty-two affiliated associations with a membership of some forty thousand classroom teachers.

This growth has been slow and quiet, very quiet; but when were classroom teachers known to work otherwise? For years they have been the passive recipients of orders coming down through several subalterns, until this attitude has become characteristic. Their work has been simply the detail and the master head has received the credit and the glory. But those of us who have had the privilege of working with some of these associations and with delegates to their conventions have felt an intensity of interest, a forceful purpose and latent power that will not be curbed.

This slow but sure awakening of the teachers to the sense of their individual responsibility for the impossible conditions that exist in our schools is to me the most portentous movement in educational circles that has developed for years.

Its effects will not be confined alone to the improved condition of the teaching body, nor to the better results in the elementary schools; its effects will be felt throughout the whole educational system. For as long as the lower grade work is not done by free, independent, clear thinking teachers, expert in diagnosing the malady which retards the growth of the whole child, our whole educational system will be like the statue with feet of clay. The work in the higher schools cannot be better, nor stronger, nor more enduring than the foundation.

The strength of the league lies in the strength of the individual clubs and the strength of each club is increased by the number with which it is affiliated. Through this association we teachers of the land are beginning to know one another, are finding that by working together we can achieve our highest ideals. The feeling that teachers throughout the state and country are ready to concentrate their forces fills us with a sense of the power which is ours; with the conviction that nothing which hinders the progress of truth, can withstand our united efforts.

The League of Teachers' Associations can do more for the professionalizing of education than can any other movement in this field. We must realize that a profession is self-made, that it requires organized effort, and that organized effort is needed every day for the protection of great educational interests and principles.

One of the greatest needs in education today is a strong organization of teachers for the purpose of conveying to the public the needs of our profession, an organization that will be aggressive and untiring in its endeavor to make society realize the truth. Our commissioner of education is continually sending out reports on teachers' salaries and they all reach the same conclusion, leaving no doubt about it, but whose business is it to convince the public when a corrective is needed? Teachers are entrusted with the scholarship and intelligence of the community; they are supposed to know the facts and tell the truth and be the highest authority in their own department of public service. Parents trust them with sublime confidence. And what do we find them doing after school? Going home and staying there, engrossed in other interests. They are not a solid group of people working for social justice, or higher standards, or better conditions for the boys and girls. Why don't they form platform committees and say to the public some of the things they say to each other in groups at recess about their classroom doors? The public will not fail to respond to an honest appeal in behalf of its own children.

The results accomplished for defective and retarded children suggest what the schools should be for normal minds and bodies; that not more than twenty pupils to a teacher will permit a freedom of movement and a chance for intelligent initiative, which are impossible in the crowded classroom; that overcrowding must mean suppression and repression of the child's self-activity; must mean subordination of individuality which is so powerful a factor in the progress of civilization. The moment you assemble fifty children in a single room it is not for the purpose of real education, but for the purpose of autocratic control. The moment you increase the number of children beyond twenty you have destroyed the chance of that subtle interchange of inspiration which comes from the contact of mind with mind, of soul with soul. You will not find an educational expert who approves of large classes. When asked what is the best number for a class, they agree upon from twenty to twenty-five. Statistics of our elementary schools show an average of more than forty per classroom teacher in the larger communities. Every teacher knows that she cannot teach forty or forty-five little children in one class. Every day she tries to do so, she participates in the sin of overcrowding the classroom and under-educating the population. It is interesting to notice the increasing number of school officials, and officers of parent-teachers' associations, who are placing their children in ungraded rooms, not because the children are abnormal, but because in these rooms the enrollment is limited to twenty or twenty-two. If the teacher's business is to educate the children, then it is her business to create proper conditions for her work. Alone she can do nothing. The only way this ever will be done is through intelligent group action. She teaches that in union there is strength and fails to apply this in her own efforts. Let the teachers unite in a body representing thousands, let them talk in the newspapers or in public generally, and they can accomplish whatsoever they wish. If each teacher would but give a tithe of her time, one evening in ten, the public would soon be made to realize the truth.

There is still the old inbred feeling among us that it is unseemly and self-seeking for teachers to go before the public and discuss salaries and smaller classes. I tell you, it is more unseemly for teachers not to do so. Who know the inner conditions better than they? Who should be the educational experts if they are not? This would be no more selfish on their part than for the expert in animal husbandry to say to the rancher, "Don't crowd your stock into small, poorly ventilated quarters, nor attempt to raise more stock than you can well care for, if you want the best results." Or for the expert in agriculture to say, "Give each plant room to spread and grow and proper soil conditions." When we give as much expert attention to child welfare as is given to agriculture and animal husbandry, this will be a different world. Everywhere the people are asking, "What is the matter with our public schools? Why are the children not more thoroughly grounded in the fundamentals?" Yet who is trying to explain this condition to the public? Who is urging the corrective?

In this struggle for greater democracy in educational systems, more favorable conditions for the work of the teacher and the growth of the child, there may be times when we shall need a fighting fund to organize a flying squadron to come to the aid of teachers, who have dared to stand for the right, and with the backing of a large organization they will be sure of success.

By organization we can secure tenure of office laws, so much needed for the freedom and peace of mind of the teacher. But with security of tenure we must have a merit system if we do not wish to encourage and protect incompetency. We must not condemn the principle of merit merely because we have never yet seen a merit system that was fair and just. I believe that this is a corrective that must come from within; that the teachers themselves, under the influence of higher professional ideals, will be able to formulate a merit system that will be workable. We ought to be able to enlist a board of membership of such dignity and reputation that its decisions would not be questioned, the purpose of which board would be to examine into teachers' grievances, into the incompetency of teachers, and into the causes of friction between teachers and principals. I believe it would be the greatest preventative of incompetency and friction that could be inaugurated. Something like this is being successfully done in Scotland and on the continent.

A democratic community has no place for

teachers afraid to criticize bad conditions or to suggest reforms, afraid of their superiors in rank. Yet as isolated individuals we are helpless, the public will not listen. There must be a unity of purpose backed by united effort. We must prove the solidarity of the teaching body of the state and country. We must boost together if we wish to raise standards and improve conditions.

As citizens of this country we are in the midst of a peaceful political revolution whose object is to place more and more power in the hands of the people. As political intelligence grows we are striving to attain greater democracy, more direct control of governmental affairs. In industry also the same revolution is taking place. The concentration of wealth in the hands of the few is showing more and more the necessity for the common man's sharing in the control of great public industries and utilities. A similar problem is arising in the educational world and the teachers must meet it.

We are in the midst of educational surveys which are showing the weak places in our school systems. Broad-minded educators who are seeking the real causes that underlie these weaknesses are awakening to the fact that the school is becoming one of our great modern machines, a great educational trust under the direction of the modern state; that our schools are governed by a combination of methods derived from other institutions.

Now of all great social enterprises that of education requires the highest degree of co-operation; our schools cannot be governed by a system borrowed from the army, with orders coming down from superior officers, nor by a form adapted from the church, nor by methods used in great industrial corporations. They can only be governed as any great co-operative enterprise is governed, by recognition of the principles of democracy. Every teacher must awaken to a consciousness of her individual responsibility in the final results.

The real school is in the relation between teacher and pupils. Nothing is more conducive to the growth and expansion of the soul than contact with a stronger spirit than one's own. It is the most powerful agency in the uplift of the world today. What a teacher is, she teaches. She must have a full stock of vitality, animation, and optimism. Now, if anything will sap a teacher's store of vitality, it is continual fear and worry, nervous anxiety for the future, the anticipation of adverse criticism, ceaseless striving to gain the approval of some person upon whose recommendation she depends for tenure or increase of salary. When every teacher feels free to say, "What I do must be determined by the needs of my pupils," then will her teaching be successful. We need an association which stands for the best instruction, the best moral and ethical influence from its teachers, and that will stand back of those teachers who are fearless in the right.

In England and on the continent some school authorities and educational committees contain advisory representatives of the teaching corps. They are proving that the introduction of new educational schemes ought never to be undertaken without the help and guidance of the teachers on whom the working out of the new ideas will fall. Much friction is avoided as well as much waste and loss in attempting to apply ideas not sufficiently thought out.

In some cities in our own country advisory council plans have been installed, by which the teachers themselves through a representative council from their ranks, are permitted to consult directly with the board of education and superintendents. The powers of these councils are largely advisory, but the possible influence has no limit.

Already throughout the land we can see the results of organization. In many states teachers' associations by united efforts have secured pension provision, tenure of office laws, increased salaries, equal pay for equal work, improved institute programs. This is only a beginning. Thoughtful observers are beginning to say that the work in the lower grades with little children in the most plastic period of their lives is more important than the work with more advanced students; a child's habits are fixed in that formative period, his love of knowledge acquired then. That, therefore, this elementary instruction should command a sufficient salary to attract and retain experts, and not be left as now to those who use the elementary grades as stepping stones to other things. The elementary teacher should not wait for others to urge this, no one realizes it more fully than she.

The recognition of the mother-teacher by boards of education is inducing many women to make teaching a career, with whom it would otherwise have been only the temporary employment of a few years. This will tend to increase the professional spirit.

Seers in sociology tell us that the two great professions of the future will be agriculture and pedagogy, the nurture of life and the training for life; that the law is only palliative and will decline with better sociological conditions; that medicine is only remedial and with our fuller knowledge of the causes of physical ills is already losing ground; that the ministry is in reality identical with education when the highest ideals of the latter are considered.

I believe that this organization of classroom teachers all over the land is not the ephemeral movement of a few leading spirits out for temporary tangible rewards. It is rather like the first surface movement of a great tidal wave of conscious responsibility; we may not fathom its meaning nor foresee its future. We can only feel its power and prepare to rise with it.

STATE PUBLICATION OF HIGH SCHOOL TEXT BOOKS

An adjourned meeting of the legislative committee appointed by the last session of the State Legislature for the purpose of investigating the advisability of the State's taking over the publication and distribution of books for the high schools, as well as for the common schools of the State, met in the rooms of the harbor commissioners in San Francisco on May 22nd and 23rd. Senator Thompson of Alhambra presided. Other members of the committee present were Senator Strobridge of Hayward, and Assemblymen Harris of Bakersfield, Meek of Oroville and Fish of Pasadena.

The committee in its deliberations showed a desire to be open and fair on all questions.

To one entering the rooms of the harbor commissioners it was very evident that the people present were lined up against each other. On one side was State Printer Telfer, with some of his assistants in Sacramento who were there to promote the interests of the state printing office, backed up by President Tracy and some other members of the local Typographical Union. On the other side were many of the leading school people in the bay section, including Superintendent Roncovieri, Cloud, Heaton and DeBell of the San Francisco department; Dr. Scott, principal of the Girls' High School, San Francisco; Mr. Addicott, principal of the Polytechnic High School, San Francisco; P. M. Fisher, principal of the Oakland High School; E. M. Cox, principal of the Fremont High School, Oakland; Lewis B. Avery, assistant superintendent of schools in Oakland; W. A. Tenney, principal of the Vocational School, Oakland; Herbert Lee, principal of the University High School, Oakland; G. W. Wright, principal of the Centerville High School; Dr. George C. Thompson, principal of the Alameda High School; W. L. Glascock, principal of the San Mateo High School; D. R. Jones, city superintendent of schools in San Rafael; Mr. Sutton, head of the history department in the Oakland High School, and many others.

At the Los Angeles meeting of this committee the leading educators in that part of the State doubtless had their arguments against State publication better organized than did the educators in the bay section. In fact, they were so well organized that the State printing crowd had little to say on that occasion and asked to have time in which to prepare a brief in answer to the arguments presented by the school people. This brief, which consisted of many pages done in the California State Printing Office's best style, was submitted and was read by one of the State printing supporters—State Printer Telfer's voice not being in good condition. This brief followed the line of argument usually followed by the Sacramento "Bee" and other boosters for the State Printing Office. It lambasted the "eastern book trust," charged that the school people of the State of California were under the control of the "book trust," claimed that thousands of dollars annually are now being saved the people of the State by the publication of the common school books and that a proportional amount could be saved if the State were to publish the high school books. They acknowledged that some of the eastern publishers would probably not lease them their high school book plates, but that fact, they claimed, is of no account because there are many would-be authors in California who could, upon short notice, write just as good books as have ever been written.

In opposition to this brief, Commissioner Wood spoke the most forcefully of those present. He had to do so extemporaneously notwithstanding the fact that at the Los Angeles meeting of this committee Superintendent of State Printing Telfer had agreed to give Commissioner Wood an opportunity to read his brief and prepare a rebuttal before the San Francisco meeting. This Superintendent of State Printing Telfer had failed to do. Commissioner Wood challenged the figures which State Printer Telfer gave showing the enormous amounts which the high school children of the State of California are now paying for their high school books. He claimed that supposing the State were able to get the use of copyrights of even reasonably good high school books from the eastern publishers, or if local authors could be found to submit manuscripts, nevertheless, with this material in hand the expense to the State would be very much greater than it is now because the limited number of pupils in the high schools would make the editions limited, and it is a well-known fact that the more limited the edition the greater the expense—an edition of 25,000 copies being the smallest edition which can be published at the most economical rate.

Commissioner Wood went on to show that the high schools of the State are doing a great variety of work and are becoming more and more highly differentiated as time goes on. To meet these conditions it is necessary that a variety of books, even in the basal subjects such as algebra, geometry, physics, chemistry, history, etc., should be at the disposal of children in high schools differing in their courses of study. He showed that even if basal texts with the minimum amount of material were published by the State, it would necessitate the purchase of a greater number of supplementary sets of books on each subject by local school boards and thus the people of the State would be directly and indirectly paying twice for their high school books. Commissioner Wood made it clear that he was in favor of free books for the high schools, because with free books this variety of textbooks in each school could be secured and pupils moving from one district to the other would not be put to any extra expense by the necessity of purchasing new books. Mr. Wood asked for time in which to present a written brief representing the educational side of this question and the committee granted him until July 15th to do this.

A good deal of comment was caused by the speech of Mr. P. M. Fisher, which was given in P. M.'s usual good form. He argued in favor of state uniformity of high school books for all schools except the Oakland Technical High School, of which he is principal.

The only other schoolman who spoke in favor of state uniformity and state publication of high school books was Larrance Page, who came from Kansas several years ago and who has at various times held positions in some of the mountain high schools of the State. He is not teaching this year and is evidently devoting himself in the meantime to the promotion of state uniformity and state publication of high school books, because he attended the meeting of this committee in Los Angeles and was in constant attendance at the San Francisco meeting. It is barely possible that Mr. Page is thinking of giving up school teaching and going into editorial work, because in his thirty-minute speech he made the statement that it would be a very easy matter of the State Board of Education, with an able assistant, to compile or have compiled for the schools of the State a series of textbooks on the fundamental subjects which would would be equal, if not superior, to anything which is now on the market. He defied the large publishing houses and said that it was time California educators and state printers showed these houses that the California schools are not dependent upon anything that comes from the east.

Mr. Smith of Ginn and Company was the only representative of a publishing house present and when Mr. Page was through talking Mr. Smith asked for and was given the privilege of saying a few words. He told the committee that it is the experience of the educational publisher that the making of a schoolbook is an exceedingly difficult task, that the best books are years in the making, that the publisher, after searching the world over and finding an author who has a

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great idea and after having had the manuscript carefully gone over by several experts teaching the same subject and even having it again worked over by the publisher's own editorial department of experts, who have had years of experience in that particular kind of work, and after they have added to the book illustrations, and other embellishments of the publisher's art, the best that money can buy, it is still a question whether or not the book will be a success. Mr. Smith challenged Mr. Page's statement that books could be written by local authors with any assurance of success and offered Mr. Page a position in Ginn and Company's editorial department at a salary of $50,000 a year if he could write books himself or guarantee what books would be successful when written.

Mr. Sutton, head of the history department in the Oakland High School, spoke from an author's standpoint and said that no author who is able to write a successful textbook would think for a minute of confining the sale of this book to the State of California or to any other one State.

Mr. Lee, principal of the University High School, said that the sale of second-hand books from one pupil to another very much reduced the cost, and challenged the figures submitted by the state printer.

Mr. Wright of the Centerville High School spoke for the small country high school and said it would handicap their work if forced to use the same books as those used in some of the large city high schools.

Dr. Thompson of the Alameda High School argued against state uniformity, saying that it would have a deadening influence in all the schools and would take away a great deal of the individuality of the teacher which is highly prized.

D. R. Jones of San Rafael challenged the statement in the state printer's brief that there is a book trust under whose dominance the educators of California are working. Jones is red headed and he evidently made the state printing ring feel that he meant what he said, because President Tracy of the Typographical Union got up and said that the state printer's brief ought to be amended, that he knew there was no such thing as a book trust, that competition in the schoolbook business is exceedingly keen, and that the school people of the State of California are independent of any publisher's influence. The state printing crowd agreed to have struck out that part of their brief which referred to there being a book trust under the dominance of which are the school people of the State of California.

EDUCATION AND MOTION PICTURES

(By Emory S. Bogardus, University of Southern California.)

Emory S. Bogardus

It has been said that the motion picture is the greatest educational institution in the world. Its appeal in the impressionable age is tremendous. Of 1140 school children, eleven to fourteen years of age, chosen at random in the Borough of Manhattan, New York City, there were 16 per cent, "a truly astonishing proportion who declared that they attended the 'movies' daily." (Davis, M. M., Jr., "The Exploitation of Pleasure," p. 34.) In Manhattan in 1909-10, it was estimated by Dr. Davis that 225,000 school children daily attended. The average amount spent by school children in Manhattan alone per week was $11,250.00. When it is remembered that these children come mostly from homes of the poorer classes, it is seen that $11,000 is a neat sum for them to be dropping into the hands of motion picture managers. Do they get $11,000 worth of wholesome education per week from the motion picture shows?

A study of motion picture theatres made in 1911-12 in Milwaukee shows an estimated average weekly attendance in that city of 210,000 ("Recreation Survey"), Milwaukee Bureau of Economy and Efficiency, p. 12).

Table 1.

Age of patrons of moving picture theatres:

Under 15 years—Sunday afternoon and evening, 40 per cent; other evenings, 14 per cent.

15 to 25 years—Sunday afternoon and evening, 48 per cent; other evenings, 52 per cent.

Over 25 years—Sunday afternoon and evening, 12 per cent; other evenings, 34 per cent.

If the facts given above are typical of the situation in other cities, then it is clear that from two-thirds to seven-eighths of the moving picture patronage is under twenty-five years of age—that is in the impressionable years when stimuli from the outside are accepted more or less critically.

A pathfinder survey of motion pictures was made recently in Los Angeles by Miss Lois Ely, A. B., of the University of Southern California, and assisted by several students of the university. Attention in this paper will be called to those facts only which are related to the educational phases of the motion pictures.

The study included the thirty-two down-town motion picture theatres. Six visits were made to each theatre, on a typical week afternoon, on a typical week night, on a Saturday afternoon, on a Saturday night, on a Sunday afternoon, on a Sunday night.

Classifications were attempted of those attending (a) by occupations, (b) by nationalities, (c) by age, (d) by sex. (e) by the responses given to various types of pictures shown. After considering the audience, the performance itself was studied. A three-fold classification was made on the basis of art grade, then on the basis of direct educational value. Classifications were attempted also of the lighting and of the sanitary conditions of the respective theatres. A miscellaneous group of facts were also secured. While the writer does not claim scientific value for this pathfinder survey, he does find valuable material for drawing conclusions concerning the educational phases of the motion pictures. These conclusions now follow:

(1) The classification of the performances according to their direct educational value showed 14.5 per cent as "positively develop-mental," 23.5 per cent as vapid, undesirable, demoralizing, vicious and obscene, and 61 per cent as "merely entertaining." In arriving at these standards, the classes of people comprising the audiences were held in mind to some extent.

It may be noted here by way of comparison that the California Recreational Inquiry Committee, reporting in 1914, found that out of 1,236 films examined, there was an average of 38 per cent of scenes of brutality and violence. There was found too much of the brutalizing in some of the films, too much which is abnormally exciting, and occasional obscenity which could have been so easily eliminated.

The percentage of educational and developmental films should be much larger. Two difficulties arise: (a) the smaller theatre especially can not get the best educational films to any extent; and (b) the demand on the part of a large proportion of the motion picture audiences is not enthusiastic for educational films as yet.

The first difficulty is one of trade restraint. Most of the films are still made for a vast and vague audience of everybody, says John Collier (The Survey, March 4, 1916, p. 664). The exhibitor still has little choice of films for his programs. "Films of trivial character have the same quantitative sale, go to the same show houses, travel the same fugitive and mechanical route to extinctions, as do the films into which a genuine significance or special beauty has been wrought." The manager in contracting with a film company generally gets on the circuit for better or worse, and must take each picture in its order.

The second difficulty in the way of obtaining a larger percentage of "educational" films lies with the patrons of the motion picture shows,—especially of the cheaper shows. With many audiences educational films become unpopular, if served as "a steady diet." School children are reported as objecting to educational films at motion picture shows because they "had enough geography at school." Adults have objected on the ground that they "did not come to be educated, they came to be amused."

The demand for "fun and action" is greater than the "educational" demand among moving picture patrons. Both fun and action are excellent, but "it is the shame of America that we put up with pictures of crime, stealing, revenge, and murder. * * * It is our disgrace that we let our energy and our demand for excitement follow the path of least resistance to blood and thunder pictures." Will the time ever come, asks one moving picture manager, who has to take each picture in its order on the circuit, when we will realize that heroes seldom carry guns? (The Survey, March 4, 1916, p. 662). This same manager points out that in every-day life probably only one man in a thousand carries a gun (and we count him a coward), but in the "movies" about one man in five carries a gun and "uses it three or four times between meals. It is wonderful, the things our heroes can do in the movies—and still be heroes!"

The public must be taught in its love for action not to be led into the "easy by-path of blood and thunder stories." It must learn in its demand to see action, that it gets films with plenty of fun and dramatic interest but with the revolvers and crime left out, as one manager suggests.

The smaller down-town houses were found in Los Angeles to be giving the largest percentage of degrading pictures from an educational standpoint. The degrading type of films is the cheapest to buy and a manager with a small capacity house is rarely able to buy the high grade films. The results of the Los Angeles study agree with those of other cities in the fact that the smaller down-town houses are diminishing, relatively speaking, which seems to be a favorable tendency.

Yet it was found that even some of the larger houses introduced revolver scenes, scenes of crime, and scenes suggesting immorality in the worst fashion—namely, so as to bring laughter from the audience. The wholesome effects of some of the best firms were thus offset in these subtle ways.

It happens that the Los Angeles study shows that about five-sixths of the houses running sensational pictures more or less regularly have largely a transient trade. On the other hand it appears that five-sixth of the houses running the educational and higher grade types of pictures have largely a regular trade. As one of the student assistants stated, the public when it awakens to the wonderful possibilities of the film will make a greatly increased demand for the best views along all lines, both entertaining and instructive.

(2) In the study conducted by Miss Ely, 22 per cent of the pictures shown were found to be "high class" from an art standpoint, 17 per cent are rated as artistically crude, and 61 per cent, as mediocre. The art standards for grading the films were chosen, of course, more or less arbitrarily, but with the standards of the patrons in mind. It is unfortunate that such a small percentage of the films teach aesthetic ideals.

If it is true as has been conservatively estimated that there is an average daily attendance of 18,000,000 persons at the 19,000 motion picture theatres in the United States, expending an annual sum of five hundred million dollars, then the studies show that the people are getting not more than one-fifth as much constructive aesthetic development as they might receive for their money. Also, they are getting not more than one-fifth as much constructive educational help as the motion picture is capable of giving.

(3) The studies of the motion picture business show that it is organized and maintained on "a novelty basis"—which is only in a very small way truly educational. The moving picture is organized as is the newspaper, says John Collier. "A film deteriorates like yesterday's newspaper." As at present conducted, the film business is simply the "current-interest novelty branch" of what might be a distinctly educational enterprise. A change is needed in the film business, as Mr. Collier argues, in order that the motion picture as fine art, as education, as a significant historical record may be freely available, and may become ever richer and more adequate, just as is already the case with phonograph records, or books.

If the basic branch of the film business were developed, films would not deteriorate with use. Neither thought nor art deteriorate with time. The film business must be re-organized completely in order that the motion picture may become an adequate vehicle for the expression of art and thought to the people. It is not now

such a vehicle, when possibly ninety-nine per cent of its productions deteriorate with every day and perish in six months. Until thought and art are given an open-road through the manufacture of films, "motion pictures will continue to be what they are—continental in their expansiveness and as shallow as a perpetually stirred muddy pool."

The periodical outbursts of interest of teachers, religious and social workers in motion pictures have been frequently checked altogether by the discovery that the films of the desirable kind were not available. Well-meant efforts for specialized "children's programs, have beat in vain against the entanglements of the prevailing—the universal—system of film distribution." The novelty basis is entirely unworthy of motion picture possibilities.

(4) The motion picture has a fundamental place in the educational world. Its vividness has made it unintentionally educational, states Prof. Zeublin. As a direct and immediate appeal to the understanding, says a mature student, the moving picture is the "last word." No degree of intelligence is needed. No knowledge is necessary, nor attitude, nor conviction on anything. No knowledge of any language is needed —the motion picture reaches the immigrant before he can understand the language of the country. Reasonably good eye-sight and a mind are all that are necessary.

The motion picture speaks a universal language, states one observer. It is a pictorial Esperanto. Even a child can understand a motion picture before he can read. The fascination of not knowing of what one is going to see during the next half-second, is one of the motion pictures' strongest holds upon the human mind.

As soon as the motion picture film is rescued from the trade restraint in which it is now more or less effectively throttled from the standpoint of its positive and constructive possibilities, and as soon as the public in its love for fun and action and vividness refuses to be lead into accepting films permeated by scenes of revenge, killing, and of other forms of crime, then the real educational development of the motion picture will come.

Today the motion picture in education is being "tried out" in several directions. (1) In school work. More than one dozen schools in the Boroughs of Manhattan and the Bronx, in Brooklyn and in some of the New Jersey suburbs, have been in the vanguard, reports Prof. Zeublin. In the East Side schools, motion pictures have been shown for an admission charge of three cents in competition with the commercial enterprises.

In Wisconsin, the Bureau of Visual Instruction of the State University, is carrying out a plan whereby motion picture films are lent to the schools within the State for use in connection with the regular class work of the schools (as well as for community gatherings.) In 1915 it was reported that the university was supplying seventy-six thousand feet of motion picture film, that three circuits had been established, and that films were being routed weekly to nearly 140 schools. Each reel has an accompanying lecture. The subjects treated are history, literature, agriculture, botany, art, geography, resources and enterprises. Each school receives such service for thirty-five weeks, or a total during the year of at least thirty-five films. The Bureau is working on a plan for films to be used in connection with the regular class work in the high schools. Other State universities are beginning to carry out similar plans (McConoughey, Edward, "Motion Pictures in Religious and Educational Work," p. 18, ff.)

Fire laws, the requirements of electrical supply departments, and the conservatism of the fire, insurance underwriters have had a discouraging effect upon the introduction of motion pictures into the schools. Recently constructed school buildings have, however, motion picture auditoriums. Some day, nearly all of the larger school buildings will be satisfactorily equipped.

(2) In social centers. Motion pictures are being introduced into the social centers. This development is closely related to the use of the motion picture in the schools, for social center work is generally conducted in school buildings. The Bureau of Visual Education, University of Wisconsin, in furnishing films for the social centers has been gratified to find the communities themselves co-operating in the movement.

(3) In recreation parks. In June, 1914, St. Louis appropriated $2000 for the rental of films to be shown in the parks of that city (Zeublin, Chas., American Municipal Progress, p. 265). In New York the Park Department co-operates with the Parks and Playground Association—enormous audiences have viewed motion pictures in the playgrounds at night (ibid.). The National Board of Censorship of Motion Pictures also reports that Boston, Cincinnati, Denver, and New Orleans make use of motion pictures in their parks and playgrounds (ibid., p. 423).

(4) In religious education. The motion picture is being used in religious education in at least five ways: (a) To illustrate the work of home and foreign missions. After the critic of missions has looked at the films picturing the operation of medical and industrial missions, he generally changes his opinion of the value of the work. The believer in missions has his enthusiasm increased many fold.

(b) As a means of educating church members to the social needs of the community or city, the motion picture has a place. Splendid help is given in this way in an anti-tuberculosis campaign or in a better housing campaign.

(c) The motion picture is being used in giving instruction in the Sunday school. Pictures of travel through Palestine, biblical scenes, events in the history of the church are becoming available. In St. Bartholomew's Parish House, New York City, the films are shown on Sunday afternoon. Children must present a card from the Sunday school to gain admittance (McConoughey, ibid., p. 13). Grace Methodist Episcopal Church, New York City, has over 700 children in attendance every Sunday afternoon at its motion picture entertainment, with a total for 1914 of over 40,000 in attendance. A card from the Sunday school gives free admission. General admission without cards is three cents (ibid.).

(d) For pure entertainment purposes, the church is now beginning to use the motion picture. A few Roman Catholic churches, and Rev. Charles Stelzle of New York City, have been providing free picture shows as they have provided free concerts and organ recitals (Jump, H. A., "The Religious Possibilities of the Motion Picture," p. 22). If there are indirect religious possibilities in the oyster stew and in the bean supper, they also exist in the motion picture.

(e) The crowning possibility of the motion picture in religious education is declared by H. A. Jump to be in its usefulness to the preacher as he proclaims moral truth. It will provide the element of illustration for his discourse better than it can be provided by the spoken word, continues Rev. Jump. The motion picture will help to make the gospel vivid, pictorial, dramatic. It is argued that when preachers give their illustrations of spiritual truth, not only through the art of elocution to be listened to, but also through the vastly higher art of pictorial drama to be seen, then the persuasiveness of the religious teacher will be mightily enhanced.

The motion picture is thus being used in an educational way not only through the commercial theatre but also through several other institutions, namely, (a) the public school and the State University, (b) the municipality, i.e., St. Louis, (c) the federal government—for the government is entering upon the work of having prepared and of loaning educational films throughout the country, and (d) religious bodies. It is scarcely six o'clock in the morning with reference to the educational use that will be made of the motion picture.

* * *

SCHOOL HEAD WINNER

Long Beach, California.—Ignoring a petition containing over 100 signatures, praying that the election of a superintendent of schools be postponed two weeks, the Board of Education tonight re-elected Supt. W. L. Stephens for another term of four years.

It was stipulated that his salary should continue at the present sum of $4500 a year for the first two years, and then be increased to $4750 a year.

The board first rejected a motion by Mrs. June McNee, a member of the body, to postpone the election two weeks, to give ample time for further objections to Mr. Stephen's appointment, if there should be any. Some had been heard.

The charges made by townspeople present at the meeting that Supt. Stephens worked the teachers too hard were not sustained. The members of the Men Teachers' Club took a secret ballot today, and out of forty instructors thirty-four voted in favor of the retention of the superintendent, and six against him. Of 186 women teachers 171 voted in favor of Mr. Stephen's re-election, and 15 against, by secret ballot.

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ART EXHIBIT OF THE SEQUOIA CLUB

By Thorpe and Elvira Wright

The Sequoia Club has just held an exhibition of unusually interesting pictures done by its artist members. Most of the work was shown for the first time, and it all evinced the new inspiration and enthusiasm the Fair bestowed on artistic expression.

G. Cadenasso gave an important exemplification of his "Sunshine" and "Golden Gleams" witnessing that he can be as poetic and convincing in his light-hearted moods as in his more somber, thoughtful ones.

L. P. Latimer was represented by some delightful water colors, altogether foreign in subject and technique to his ordinary manner, but quite as acceptable.

W. P. Davenport's "Cloud Bank," a clever harmony of blue gum trees in blue, is a daring example of the decorative value of atmospheric effects.

"Pietro," by E. Spencer Mackay

E. Spencer Macky, in his "Pietro," showed a strongly modeled head of a very wide-awake youngster.

"Figure Arrangement," by Lee F. Randolph

Lee F. Randolph's "Figure Arrangement" is tasteful, decisive work of much originality. The Fair has also employed his pastels.

Percy Gray gives some delightfully sincere and intimate glimpses of California at home to her friends.

Constance Macky's "Spring" is very well thought and carried out in oils. It brings sunshine to the heart as well as to the eyes. Her "Setting Sun" in water color is an exquisite reminder of the Fair.

Arthur Beckwith brings to us the out-of-doors with a new largeness and freedom; his Greenbrae pictures lure you into the country they bring before you, and his Tamalpais is another invitation.

Matteo Sandona's pastels of "Jack Mullgardt" and "A Mother and Child" show fidelity and delicacy of touch combined with strength, while an oil called "Arcadia" attests that Mr. Sandona may be successful with more than one medium.

Theodore Wores' "Head of an Indian Maiden" and "A Pueblo Pottery" preserve the realities of a fast vanishing picturesqueness.

Painting by Theodore Wores

Bertha Stringer Lee excels herself in her "California Foothills" and her "Hay-Barges."

Charles Grant's large marine, "At Close of Day," sings its own song of the magnificent aloofness of the ocean. One can look over the sea and under the sky into the far distance.

Myrtle M. Young's exhibits a reminder of the Fair, "In the Court of the Universe."

James A. Holden's water colors have detailed finesse which make the "Ship Architect" and the "Wandering Minstrel" very fascinating. His "Fire Worshipper" in oils gives proof of Mr. Holden's diversified and always satisfactory genius.

Kate H. Maher contributed a view of the Fair and bits from foreign countries.

Painting by A. W. Best

A. W. Best left his rocky canyons long enough to show us how well he can portray Dame Nature in holiday garb.

Frank Van Sloun's "The Model" rouses comment; the skill and imagination with which she is depicted make of her a real tragedy.

Mrs. Alice Best has captured "Nymphs" for us and also done two effective heads.

J. Miller White has put on canvas three different views of the Grand Canyon and, in all, retained its color and magnificence.

H. W. Seawell's pictures were all careful and truthful, his vivid little "Monaco" meriting especial attention.

Marion Colman's "The Fisherman" was an appeal to all anglers, and her "On the Hoopa Trail" depicted in brilliant color and with almost photographic accuracy a squaw on her wiry cayuse, threading a rocky chasm.

Ethel M. Wickes' "Geese" have a character and attraction all their own, while her radiant "Flower Garden in Ross" gives assurance that her "Geese" are not to be her only achievement.

Lena Beetz's "Vanity," a quaint bit of artistic humoresque, contrasted well with the more serious effort and accomplishment of her "Eucalyptus."

Jane R. McElroy's "Dome in the Court of the Four Seasons" most effectively recalled one of the favorite nooks of our late exposition.

"Vanity," by Lena Beetz

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Book Notes

"The Three Things," by Mary Raymond Shipman Andrews; published by Little, Brown & Co., Boston; price, 50 cents.

A short story of griping interest inspired by the European war, and acted on that stage. There is a great deal in the little story that should interest an American especially on the point of so-called American snobbishness.

* * *

"Daily English Lessons," Book Three, Grammar and Composition; by Willis H. Wilcox, Ph. M.; published by J. B. Lippincott Company, Philadelphia.

The purpose in the preparation of this text book is to furnish directions for practice work in composition for the secondary schools. The contents of the book are suitable for a general course in composition, a course that should put a pupil in command of English, both oral and written, for the common purposes of life. Whatever talent may then be discovered in a pupil demands especial and careful development. That is beyond the scope of a text book. The text seems to furnish all the theory needed for the general work in composition of the average secondary school. Its theory finds immediate application in practice.

* * *

"Lippincott's Practical Primary Arithmetic," books one and two; by T. C. Bruff, C. H. Hayden, L. E. Watkins; published by J. B. Lippincott Company, Philadelphia.

This book is claimed by the authors to present the development of the early ideas of numbers, and its practical application in the third and fourth grades. By combining the progressive with the old standard, the authors of this arithmetic have aimed to unify and correlate the work in the primary grades.

The arrangement of the contents is by grades from the first to the fourth year, inclusive. The objective method in introducing new topics is

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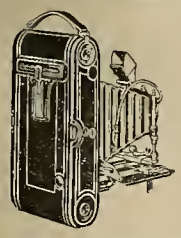

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"Plans and Solid Geometry," by Webster Wells, S. B., and Walter W. Hart, A. B.; published by D. C. Heath & Company, Boston, Mass.

The subject of geometry has been presented for more than two thousand years, with few changes, each succeeding text, based upon a preceding one, with only such changes as the ideals of the time might seem to dictate. This text is a thorough revision of Wells' Essentials of Geometry in accordance with current scientific and pedagogical thought. In each book, the fundamentally important theorems are given first. These theorems present a safe and sane minimum course. These are followed in each book by one or more groups of theorems or applications which are strictly supplementary. Unnecessary corrolaries have been omitted, and dignity and importance is given to those which are included in the text.

A brief history of geometry is included in the introduction, and other historical references are introduced from time to time throughout the text.

* * *

"The Story of Young Abraham Lincoln," by Wayne Whipple; published by Henry Altemus Company, Philadelphia; price, 75 cents.

Mr. Whipple has made a life study of Lincoln, and as a result we have a vigorous book full of anecdotes, adventures and incidents. The book is certain to grip the attention of all young readers, for the story of Abraham Lincoln's life is the most inspiring in American annals. The book deserves a prominent place in every school library.

* * *

"Industrial Art Text Books," in four parts, by Bonnie E. Snow and Hugo B. Froelich; illustrated by George W. Koch; published by the Prang Company, New York.

This series of text books is based upon a new and significant theory of art—the theory that representation is not a basic or fundamental art principal. The average man needs to know how to furnish his house, how to choose his clothing, how to arrange his business advertisements. In short the development of good taste.

These "Industrial Art Text Books" begin with arrangements of colors and shapes. Representation finds its place, as ability to draw becomes necessary to self-expression. Drawing is given its rightful place as the instrument and the language of art, rather than the highest place belonging to art itself.

* * *

"Problems Women Solved," by Anna Pratt Simpson.

It is the story of the Woman's Board of the Panama-Pacific International Exposition, prepared in recognition of the useful part California's women played in the undertaking that has now come to an end; an undertaking that leaves behind it an impression that beggars description. It is a fact worthy of mention that the Woman's Board which helped in the creation of San Francisco's Dream City financed all its own undertakings as well as those it assumed at the request of the Exposition Directorate.

Its actions from the beginning of its corporate life to its close, are carefully set forth, and the story presents an earnest, intelligent, successful endeavor, which is one more testimonial to California's hospitality and spirit.

* * *

"The Wonders of the Jungle," by Prince Saratb Ghosh; book one; published by D. C. Heath & Company, Boston.

This book is intended to be a supplementary reader for the earlier grades in grammar schools. It describes such wild animals as appeal to the interest and sympathy of children. The habits and customs these animals follow in their daily life, and the main scientific facts and principles concerning them are woven into an interesting narrative.

* * *

"The Principles of Agronomy," by Franklin S. Harris, Ph. D., and George Stewart, B. S.; published by the Macmillan Company, 66 Fifth Ave., New York.

This book is designed for schools giving more than one course in agriculture. Its study should probably precede instruction in horticulture or animal husbandry. Although written primarily for a text book, the practical farmer would also find it useful, for it treats in non-technical language the principles underlying many of his practices.

"The Modern Speller," books one and two, by Kate Von Wagener, Pd. B., published by the Macmillan Company, New York.

These books follow the modern idea of teaching spelling by the dictation method. The exercises are carefully graded so that the vocabulary, the context, and the punctuation marks are suited to the needs and abilities of the pupils. The subject matter of the context, too, is interesting, paving the way for better composition work.

* * *

"How to Write Business Letters," edited by Walter K. Smart, Ph. D., in collaboration with the editorial staff of System; published by A. W. Shaw Company, Chicago, Ill.

The book aims to give those who are interested in the study of business correspondence a discussion of the subject at once brief, logical, specific and practical. It begins with the simple correspondence matter and ends with the construction of paragraphs of letters that "urge to action," according to the publishers. Such appears to be the modern demand of modern business men. Write a letter that will "sell the goods," particularly if your prospective purchaser does not want them. Cajole him into it, seize every psychological advantage known—but get his money. These are the ethics of the modern business world which we teach to our children, and they are embodied in this book.

* * *

"Every-day Number Stories," by George Baker Longan, Emma Serl, and Florence Elledge; published by the World Book Company, Yonkers-on-Hudson, New York. Price 40 cents.

The book is adapted for use in the second and third grades. The order of development of the subject is from the objective to the concrete, and from the concrete to the abstract. There are many features that should render the book popular with children. The illustrations are excellent and arouse interest. The dialogue feature which it introduces will doubtless appeal to the children of these grades.

* * *

"The Story of Old Europe and Young America," by William H. Mace and Edwin P. Tanner; published by Rand, McNally & Company, Chicago. Price 65 cents.

It is a history for the sixth grade, in interesting story form. It tells in brief and clean-cut outline the story of each country in Europe, and of others bordering on the Mediterranean Sea. What the story of this book discloses is in fact a graphic explanation of New World character, life and institutions, the result that found its cause in the doings and misdoings of the Old World. The book culminates with the discovery and colonization of the New World.

* * *

"Business Employments," by Frederick J. Allen; published by Ginn & Co., 29 Beacon St., Boston, Mass. Price $1.00.

This book is for the use of those who have reached the period in life when they decide upon their life work. In this respect it will serve excellently for class use in those schools which give a course in occupations to help pupils in their choice of a life work. The most modern methods of business organization and activity are shown by numerous charts, diagrams, descriptive and critical material. Statistics from the national census have been included also. Business experts have been consulted at every step and have given hearty approval to the author's work. The volume presents for the first time in a simple and clean manner the nature, extent, opportunities and high demands for the business world.

* * *

"English Derivatives," by B. K. Benson; published by D. C. Heath & Co., Boston, Mass.

This is a practical class book on the subject. The context is flexible and allows the teachers to provide all the value of interest and freshness in the discussion of many of the words.

* * *

"The Insect Note Book," by James G. Needham, Professor of Entomology, Cornell University; published by the Comstock Publishing Company, Ithaca, New York. Price 30 cents.

This is the latest book added to the nature note book series. It contains the outlines of 60 common insects drawn by Cornelia F. Kephard.

* * *

"The New Hudson Shakespeare," published by Ginn & Co., Boston, Mass. Price 30 cents per volume.

The New Hudson Shakespeare holds a leading place among the many school editions of Shakespeare. The notes and introductions of this new edition have been brought into accord with the latest results of Shakespearean scholarship. The historical discussion of plot sources is excellent; the notes placed at the bottom of the text page are full—not too full.

* * *

"The Globe Theatre Shakespeare," for grade school and high school students. Now ready: "Julius Caesar" and "The Merchant of Venice"; published by Harper and Brothers, Franklin Square, New York. Price 35 cents per volume.

This is an edition for the boy and girl rather than for the scholar. Its diction is simple, and the volumes are limited in their annotations and readings. The introductions with a sketch of Shakespeare's life, and the explanations of the Elizabethan stage are excellent.

* * *

"Latin for the First Year," by Walter B. Gunnison, Ph. D., and Walter S. Harley, A. M.; published by Silver, Burdett & Co., Boston, Mass. Price $1.00.

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This is a new text for beginners. Its plan is so that, while it gives pupils a thorough preparation for the reading of Caesar in the second year, it lays a substantial foundation for the study of other Latin authors as well. It is simple but thorough, and aims to make the study as interesting as possible. The vocabulary consists of about seven hundred words.

* * *

"Why We Punctuate; or, Reason versus Rule in the Use of Marks," by William Livingston Klein; published by the Lancet Publishing Co., Minneapolis, Minn. Price $1.25.

This is the second edition of this work, but it has been entirely rewritten, and is essentially a new book. The plan of treating the principal marks together instead of one at a time, thus dealing with their relation one to another, the emphasis laid upon the grouping of words, with the sense valuations of such groupings and the differentiation of marks determined by their own interpretations of the meaning of language, is a new innovation, but from the standpoint of common sense relations a beneficial change from the ultra-conventional.

* * *

"Lese Ubungen Fur Kinder," by Martin Schmidhofer; published by D. C. Heath & Co., Boston, Mass.

The book is very elementary in character, and is suitable as a German text in the grades. The vocabulary is taken from the German home, its activities and surroundings.

* * *

"A First German Grammar," by Philip Schuyler Allen and Paul Hermann Phillipson; published by Ginn and Company, 29 Beacon St., Boston, Mass.

This text is for first year grammar, based upon a new plan. It provides direct and cumulative grammar lessons, giving an unusually simple, natural and interesting presentation of the facts of German grammar. It is rich in English exercises, and affords opportunity for constant review of facts already studied.

* * *

"Medieval Civilization," a text book for secondary schools, by Roscoe Lewis Ashley; published by the Macmillan Company, New York.

This book covers the ages of transition from the barbarian invasions to the peace at Westphalia. It deals with human progress, devoting especial attention to great movements, important leaders, the life of the people, and the civilization of different periods.

* * *

"Early European Civilization," by Roscoe Lewis Ashley; published by the Macmillan Company, New York.

This text for secondary schools presents a selection of topics which are the result of several years' experimentation by the author and others in the classroom. The demand for reorganization of the history work leaves the subject in a rather indefinite state, striving for various aims and objects. The author has come to the conclusion that a course in Early European History is more valuable to the average student than a whole year in Ancient History, and also that this course is demanded by an increasing number of teachers. The change, however, will not be easily accomplished. Necessarily we must in such a course omit many subjects formerly given in the history course. In covering the broad field designated in its title, this book deals primarily with human progress. Literal accuracy in so short a space is impossible, but the author has tried to give a correct impression of events and changes. The subject, however, is presented in an interesting and intelligible manner.

* * *

"Work-a-Day Doings on the Farm," by Emma Serl; published by Silver, Burdett & Co., Boston, Mass. Price 32 cents.

A supplementary reader for first grade. It is a continuous story full of interest and dealing with life on the farm.

* * *

"Child and Country," by Will Levington Comfort; published by George H. Doran Company, New York.

"This author wearied of the life of a great city, sought the quiet and repose of the country, that he might the better prosecute his life's work.

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* * *

"The Jones Spelling Book," parts one and two, by W. Franlin Jones, Ph.D.; published by the Capital Supply Company, Pierre, South Dakota. Price per vol., 20 cents.

Part one of the spelling book is for grades two to four, and part two is for grades five to eight.

The author spent eight years of research in an effort to find the elementary pupils' writing vocabulary. The final result of the effort was that he was finally furnished with 4532 different words used voluntarily by pupils of all the elementary grades, and from this list he built a series of spelling books.

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Isaac Pitman Shorthand Wins Sweeping Victory Over Gregg
In New York City School Championship

Nothing could be more convincing as to the superiority of the Isaac Pitman Shorthand than the outcome of the New York Metropolitan Shorthand Contest, held on January 29, 1916. This contest is open to writers of all systems of shorthand in the day and evening high schools of New York City and vicinity. The results follow:

DAY SCHOOL CONTEST (Partial List)

	System	Gross Words Per Minute.	Net Words Per Minute.
Emil K. Ellis, Commercial	Isaac Pitman	120	118.8
Lillian Doris, Bay Ridge	Isaac Pitman	120	116.8
Violet D. Carabba, Bay Ridge	Isaac Pitman	120	114.4
William S. Rosenberg, Commerce	Gregg	100	98.5
Samuel J. Abelow, Commercial	Isaac Pitman	100	98.4
Jack Ellis, Commercial	Isaac Pitman	100	97.2
Eugene Rosenstrauch, Commercial	Isaac Pitman	100	96
Hector J. Battaglia, Commercial	Isaac Pitman	100	95.6
Saul Denofsky, Commerce	Gregg	80	78.8

EVENING SCHOOL CONTEST (Complete List)

Solomon Powsner, Harlem Evening High	Isaac Pitman	140	138.6
Emanuel Morris, Harlem Evening High	Isaac Pitman	140	136.6
David Gottlieb, Harlem Evening High	Isaac Pitman	100	97.8
Abraham Broadwin, Harlem Evening High	Isaac Pitman	100	96.4
Emanuel Newman, N. Y. Evening High	Gregg	100	96.
Moses Rubenstein, N. Y. Evening High	Gregg	80	77.8
Moe Goldberg, N. Y. Evening High	Gregg	80	77.77

AMATEUR CONTEST (Complete List)

Albert E. Marks, Commerce	Isaac Pitman	200	190.6
Thomas Kurtz, Wood's, Brooklyn	Isaac Pitman	140	134.4
Joseph V. Gelder, Harlem Evening	Isaac Pitman	120	119.2
Rose Feldman, Eastern District	Isaac Pitman	120	117.8

RESULTS BY TEAMS

Commercial High School Team

	Gross Words Per Minute.	Net Words Per Minute.	Points.
Emil Ellis	120	99.00	118.8
Samuel J. Abelow	100	94.4	98.4
Jack Ellis	100	97.2	97.2
Eugene Rosenstrauch	100	96.00	96.0
Hector J. Battaglia	100	95.6	95.6
Total Points Isaac Pitman			506.0

High School of Commerce Team

Wm. S. Rosenberg	100	98.5	98.5
Saul Denofsky	80	98.5	78.8
Percy J. Manning	80	97.75	78.2
Harold Henigson	80	97.50	78.0
Daniel Friedman	80	97.25	77.8
Total Points Gregg			411.3

The ultimate test of the value of any system of shorthand lies in the results achieved by its practitioners. Judged by the above tests, Pitman's Shorthand holds a position absolutely unapproached by any other system, and nowhere is its superiority more marked than over the light-line joined vowel method based on the Duploye French System, the chief of which are Gregg and Sloan-Duployan. With these systems, owing to the necessity for vowel representation, a speed of more than 80 or a 100 words a minute is very difficult, indeed, of attainment. It can only be achieved by dint of a prodigious amount of speed practice continued over a lengthy period, and then only by a comparatively few specially gifted students. With Pitman's Shorthand, any average student can attain a speed of from 100 to 150 words a minute, while the specially gifted writers are capable of 200 words a minute and upwards. There is no paucity of stenographic material in Isaac Pitman's Shorthand. It has a wealth of abbreviated devices and high speed expedients unknown to light-line methods, and this is the reason why, in speed competitions open to all systems at rates of 100 words a minute and upwards, Isaac Pitman's Shorthand continues to score such sweeping successes over its competitors.

A complete Report of the above Contest will be sent upon request, also particulars of a Free Correspondence Course for Teachers.

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Hugo's Simplified Spanish. An Easy and Rapid Way of Learning Spanish. Cloth, $1.20. Adopted by University of Pittsburg (Pa.), Rochester (N. Y.) High School, Seattle (Wash.) High School.

Spanish Business Interviews. 96 pp., cloth, 50c. Adopted by San Francisco Board of Education.

Pitman's Commercial Correspondence in Spanish. 267 pp., $1.00. Adopted by High School Commerce (New York).

Spanish Commercial Reader. 170 pp., cloth, $1.00. Adopted by Cornell University, Agricultural and Mechanical College of Texas.

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, JUNE, 1916 No. 6

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Teacher's Reward

A short time ago at the graduating exercises of the Princeton High School, in Colusa county, I met Professor R. Y. Glidden, one of the wisest and most devoted principals of the State. He has been there half a dozen years.

Princeton is one of the oldest places in California. It is in the rich, level bottom land, directly on the Sacramento river. In the '40's the Argonauts went up the river on boats and made a settlement at this likely place, and it has remained here ever since.

One of the heritages of the bottom land from time immemorial has been malaria. When Mr. Glidden went there, nearly every one of his students was absent at some time during the year, knocked out by chills and fever.

The teacher opened a campaign against the malarial mosquito and urged it in every way he could. The people followed his lead. The supervisors gave some money, the people drained pools and applied black oil, the children scoured the country for Anopheles, experts came in for counsel and everybody worked but father.

Mark the result. During the past year not a student has lost time by reason of malaria. The impossible has happened.

Now, is it in such things as this that the real teacher must reap his reward? He must not expect appreciation in the present, nor thanks; nor must he expect money ever. The world takes away from the teacher all that it gives him, all save board and clothes—in one way and another—and full often the board is poor, the clothes shabby.

But in after years, the teacher enjoys his rich rewards in the love and gratitude of those whom he has taught and in the consciousness that he has helped the world along by leading it in some good work.

Rural Minded School

The Esparto Union High School is in Yolo county, near the base of the Coast Range mountains, in the midst of a rich and comfortable farming region. It held its graduating ceremonies on the evening of June 15th, with five graduates, two girls and three boys. The principal is Mrs. Josephine Shute, a singularly wise, conscientious and well poised woman. Her manner of conducting things, her introductions, her announcements, her words to the people, her general walk and conversation, attracted my particular attention—they were all so modest, so dignified, so clear and in such good taste! She did not express a sentiment or utter a word or do a thing that jarred in the slightest or that one would rather have had otherwise. She is like Chaucer's teacher, who would "gladly lerne and gladly teache." Her influence will long endure in that neighborhood.

I was equally attracted by the people of the community. They seemed so kindly so harmonious, so neighborly, so interested in the school that it was a comfort to be among them. One was Mrs. Stephens, straight, tall, healthy and handsome, whose baby was a member of the graduating class. But she has had children in that high school continuously for over twenty years! Eleven of them were her own, and two she raised just for good measure, to keep herself from idleness! Her children are now solid and influential people all over that quarter of the State. Isn't she a contrast to the cold-faced fine-lady on the street, with a pudgy lap dog on her arm?

Esparto is a rural minded school. It looks toward rural life and leads its scholars' minds in that direction. It has an agricultural club and one of its boys took the prize in a pig raising contest. He fairly won it, too, and went east in consequence, on an excursion to observe agricultural conditions across the continent.

Some thousands of other schools must see Esparto and go and do likewise if they would show a reason for their existence.

Strangely Significant

A few days ago I was conversing in a corner of a convention hall with two of the leading medical men of this State, in the course of which some curious and interesting facts about that dread disease, cancer, were developed. Dr. Bloodgood, the famous surgeon of Johns Hopkins, reported 200 clinic cases of cancer of the mouth. Only three of these were women—and those three women were smokers! Of course, it goes without saying that the 197 men were addicted to the weed. D'ye remember that General Grant and Emperor William both died of the same disease, cancer of the mouth? And do you remember what inveterate and life-long smokers both were?

Seems to me these facts have curious significance. Are they in any wise affected or wiped away by the further fact that old Tom Jones of Kentucky died the other day at the ripe old age of 99, after a worthy life of chawin' and smokin' and spittin' every day and night for 90 of those years?

Strange thing, that so many millions of the human race are enslaved by the habit of using tobacco. It was never known to the world until the time of Queen Elizabeth. It is as artificial as it would be to form a habit of dropping a little pepper every day in the eye or in the ear. It costs this country 410 million dollars per year. It makes its devotees selfish and disagreeable to the other human beings who must surround them.

'Tis passing strange.

Dedicating a Fountain

Here is the idea: Southern California is taking up and keeping under cover all of its natural water, that formerly flowed in its streams and rills and springs. This is inevitably driving away the birds of the country. But upon the birds depends the safety of the farming and horticultural interests of the State. The future prosperity of the State in a large way rests upon those interests. In guarding the birds we guard ourselves. This fountain publicly marks the necessity for artificially restoring the bird life to the country by artificially restoring the drinking places of the feathered songsters.

A great concourse of people from all Southern California gathered on June 6th to

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THE ELIMINATION OF FEAR
By Harr Wagner

The child that is afraid of the dark; the man who is afraid of death; the woman who is afraid of age; the man who is afraid of poverty; the girl who is afraid of neglect; the boy who is afraid of ridicule; the woman who is afraid of life; the man who is afraid of truth is not free. Fear is upon them. The fear of political slavery has passed from the human race forever. With the modern freedom of conscience the fear of Hell is no longer a menace to happiness. With well equipped public institutions, pensions, and insurance, the fear of nakedness and hunger are gone. However, there are children yet afraid of the dark. There are men and women afraid of the truth. The army of the unafraid are not marching in regiments. It is too limited. You and I are not afraid any more of the three terrors—the big monsters, the wild animals of Christian civilization—Hell, Conscience, Death. We would not, however, eliminate from ourselves the fear of a mean lie—the regretful pang of a misdeed—an unchristian attitude towards a brother—or the fear of an untimely or unnecessary death. The righteous fear of disease, the beautiful sweet companionable conscience that belongs to those who live in harmony with nature, should not be eliminated. Here, to you, my discriminating reader, is the gift of freedom from the fear of the dark, of supernatural evil, of ghosts, of nakedness, of starvation, of age, of truth, and of that which in all ages and by all people has been regarded as the Supreme Fear—the Fear of Death.

The white silence, the calmness, the restfulness, the wonderful freedom of death is worth while as the inspiration of the poet's song, the artist's picture, and of an hour's meditation from your life and mine.

(Reprinted by request)

take part in the dedication of a fountain of cooling water to the bird life of the State, on the Santa Ana river, near Riverside.

The ceremony was non-sectarian, the gathering non-partisan. Addresses, introductions, subscriptions, songs, prayers, were given by Methodists, Congregationalists, Christian Scientists, Catholics, and all the other denominations, in peace and unity upon this ground at least.

'Twas on the western face of Mount Rubidoux, a rocky peak that rises above the State highway at the bridgehead where it crosses the Santa Ana river. The huge blocks of granite composing the mountain have been artistically modified by occasional additions of concrete, in such a way that a stream of clear water released from a pipe high up on the flanks of the mountain comes tumbling down, gurgling and splashing, flashing and dashing from rock to rock like a veritable romantic Falls of Lodore. Near the bottom it spreads out into a series of shallow, silent pools among the rocks, exactly adapted to the bathing and fluttering and drinking and refreshing of birds.

Copper plates with appropriate inscriptions and symbols are set in the solid rocks round about for the information of the visitors of the future.

The chief address of the day was delivered by Joseph Scott of Los Angeles, well known as a powerful member of the school board for many years. Superintendent Baldwin of San Diego, represented the State Humane Society. Charles F. Lummis, the famous writer, was there on behalf of the Landmarks Club. Mr. and Mrs. C. M. Loring, the donors of the fountain, took prominent place. The school children of Riverside with their teachers were there and gave exquisite songs for the occasion. Frank A. Miller, the master of the Mission Inn, was in the background to keep things moving. The ceremony closed by a formal blessing of the fountain and what it represents by five Catholic priests in the vestments of the church. This service was in sonorous Latin and was very impressive, indeed.

The Fresno Idea

I had a very interesting day with City Superintendent Starr, of Fresno, in April. He showed me his new school buildings. Fresno has lately made a bond issue of $450,000 for eight new schools in various parts of the city, and most of them are now completed.

The Webster School is a fine example of the new buildings. It cost about 100,000. Two photographs of it are here given, for it is useful and interesting to study the type that has been worked out in our hot weather region in the course of so extensive an enterprise as a half million expenditure.

Observe that the front is toward the sunny quarter, the south or west. It is sheltered and protected from the fierce sun by deep, cool verandas and arcades. The school rooms are not out on the sunny side at all.

But on the cool north and east sides, observe in turn the rear view, where the children and the school are placed. Notice the vast area of window space and the way it is arranged, so that every school room may be thrown fully open on one side to the outdoor air. Opposite these windows is a row of large transoms over the blackboards and opening into the corridor outside the classrooms, for ventilation.

If you care to know more about this building-type in detail, please communicate with Supt. Starr. He is an enthusiast with an infectious, sunny smile and a helpful disposition.

WEBSTER SCHOOL, FRESNO, CAL.—(Front View.)

WEBSTER SCHOOL, FRESNO, CAL.—(Rear View.)

The School Teachers' Page

Eliza D. Keith

A Fine Animal Book

Next to going to a circus, and seeing the animals in the flesh, the boys will enjoy Prince Ghosh's "Wonders of the Jungle." It is written in an easy interesting style, is illustrated in an attractive manner and catches and holds the boy's attention from the start.

The book is a very interesting supplementary reader for grades three to six, inclusive, and will make a much-prized addition to any boy's library.

Published by D. C. Heath and Company.

Use the Hand in Teaching Geography

The inside, "cupped" palm, will illustrate a river basin, the lines of the palm suggesting the river system with its tributaries. The hand with the back uppermost, may be used to illustrate a mountain range, the knuckles answering very well for mountain peaks, with valleys or passes between the knuckles. The hand with the fingers extended may represent a body of land, the fingers illustrating capes or promintories, with gulfs or bays in the spaces between them. By a dextrous use of the left hand the entire United States may be suggested —the thumb being Florida, and the space beneath the hand representing the Gulf of Mexico; the right hand helping out the illustration by forming Mexico and Lower California.

It interests the children and makes some points clear to them. Best of it, the child can do it himself. He can use his own hand.

Is This True?

(Clipped from a local column)

"The 'kids' (there are no children now), instead of being taught self-denial, self-restraint, and respect for others and for the rights of others, demand and are yielded the fullest measure of unregulated liberty and license and self-indulgence; in other words, they are practically left to rear themselves according to their own 'sweet wills.'

"Much might also be said of the lamentable lack of parental care and oversight as to the daily and nightly whereabouts of the larger sons and daughters, the doubtful character of the entertainments frequented by them, and the demoralizing literature admitted into the home, as well as other threatening evils."

Good for the Dear Old Alphabet

Please read what I clipped from the page in The Christian Science Monitor, the page devoted to fashions and the household:

"The Alphabet in Stencil: Mothers who feel that the alphabet should be ever present in some form, for very small children to observe, are selecting the large blue and white solid plaided dish toweling and stenciling the letters of the alphabet in blue on the white ground; the strips are then fagoted together to make the table-cloth the right size and hemmed all around, the hem being caught by feather-stitching. The letters are so arranged on the blocks that they form an ornamental centerpiece, and may be read by the children while they are at the table."

Now why would it not be a good idea for the sewing classes in the domestic science department to learn embroidery—at least the outline stitch by just this plan? Why not make plaided table clothes or napkins, or towel ornamentation in alphabet display using all the art of the needlewoman to make clear distinct letters? Im-

agine the interest and the delight of the child who learns his letters in this way! To him the alphabet will never be a drudgery—but an unfailing delight.

For some time I was able to purchase alphabet plates and alphabet cups and saucers at some of the cheap notion stores to the happiness and edification of my various little friends, but it is with regret that I am compelled to chronicle the fact that the supply has given out and I am deprived of the pleasure of circulating the letters.

This towel or table cloth scheme certainly appeals to me, and next term I am going to introduce it as outside work in my class. Let the older girls make these table clothes for the tiny tots.

Perhaps some of our enterprising postal card manufacturers would consider the suggestion to give us an ornamental alphabet, the letters to be of the plain Roman type, but accompanied by floral decoration. Such postal cards would become immensely popular. In case the alphabet was issued all on one card—that would be the inspiration for the child to make an entire collection of separate units as "A" for apple, "B" for bee, "C" for cat, and so forth. Now, when the postal card people are continuously seeking for novelties, let them turn to the old alphabet. The alphabet is so old, and for so long it has been repudiated and ignored, that today it is practically new. Here's to the alphabet and its revival in the halls of learning,—to the alphabet, I say, and to its whole-souled acceptance as the key of knowledge!

The Art of Keeping Young Arrest the Flight of Years

Someone has said that we are mentally young, while we can grasp new thoughts, that flexibility and pliability of muscle belong to physical youth, that ability to change and quickness of movement belong to the spring time of life; and that even so—alertness of mind, welcome reception of new ideas and new thoughts, and the capacity to take new points of view, are the signs of the youth of the mind. The mentally young can do these things. Now how can one preserve the viewpoint of youth? Surely it is simple enough. Just go back in memory to your own youth—and recall what you thought, and how you felt on certain subjects—at that time. Then bring that view, that thought, that feeling, into the present and act accordingly. Be inspired by your own youth—which thus you may have always with you. Let its memory become its realization of its hopes, instead of painting the sidewalk black, put the sign over the lintel that the angel of death may pass by and not slay the first born of enthusiasm and hope.

Looking backward and trying to walk forward is very dangerous. Retrospect and anticipation must go abreast.

Don't lament a "lost youth," keep it with you.

Putting It Over

Somewhere I came upon the statement that the man who can think well and express his thoughts clearly and in simple language—intelligible to all men, so as to "find a short, easy road to the mind of the other man," is on the road to success.

It is an art, this expressing one's thought in clear language with meaning unmistakable, and with no "weasel words."

Think clearly if you would speak or write clearly, and beware of auto-intoxication!

THE GARY IDEA EXPANDED

The fundamental principle of the Gary system is that no pupil has a right to a private desk. The notion of a single seat belonging to him alone pertains to private schools where wealthy parents can afford to supply luxuries, as for instance an automobile to and from school. The ordinary pupil, educated by the public, might as well expect a reserved seat in a five-cent trolley, to use Mr. Wart's own illustration. While he occupies a seat he has a right to it, but why should he think it belongs to him while he is not using it?

Sure enough. And why not extend the principle to beds? They do that in Vicksburg, Mich., where a large proportion of the workers in the Lee Paper Co.'s mill are Poles. They have their own boarding-houses, and as there are two twelve-hour shifts one set of beds does for both. When the day-shift goes to bed the night-shift has just got up, and there is no little hurrying to get into bed while the warmth of the last occupant still pervades. But they did not get the idea from Gary: they did it long before Gary was founded. Indeed, frightful thought, didn't Supt. Wirt get his idea from Vicksburg? Hasn't he infringed on the Polish copyright?

But this principle may be carried much farther. Take an orphan asylum; why should every boy have a bed of his own? He occupies it only eight hours: why should it be idle the other sixteen? It is well enough for wealthy children who live in marble palaces to have a private bed, just as they have a private carriage to ride in, but these paupers, supported at public expense should have no lien upon a bed they are not occupying any more than upon a seat in a trolley they are not riding in. How much better to divide the boys in the asylum into three shifts, and let one shift sleep while another works and the third plays. When the second shift goes to bed the first shift gets up.

And, by the way, as the second shift that goes to bed does not wear any clothes the next eight hours, let the first shift wear those the second shift takes off, and thus save a third in the cost. Rich boys whose fathers can cable to London for their clothes may have suits all their own, but poor boys supported at public expense should not have any lien on clothes they are not wearing, any more than upon seats in trolley cars they are not occupying. All that is necessary is to apportion the beds off to each shift according to the size of the boys and the clothes will fit well enough.

In this there is a special advantage. A venerable member of our State board of charities, confronted with the statement that our orphan asylums abound with vermin, has recently declared that bedbugs and lice are excellent for children: they carry off filth that might otherwise be injurious. Under this arrangement these vermin would do treble duty, and the cleanliness of the children would be insured; why should pauper children expect to have their own proprietary scavengers?

Then there is the question of names. It is a lot of trouble to remember which of three hundred children is Johnny Jones and which is Jimmy Robinson. Under the Gary System there is no chance for a teacher to get acquainted with her children anyhow, any more than for a trolley conductor in a pay-as-you-enter car to get acquainted with his passengers, and if a child has no seat in school and no bed of his own and only the clothes of the boy who has just gone to ged, and his turn at the bedbugs, there is no reason why he should have a name. Wealthy children whose fathers have seats on the stock exchange may have individual names, but there is no reason why a child supported at public expense should make unnecessary trouble. A number is all he needs, and it will be ever so much simpler to have him wear a brass tag with the number plainly in sight. The tag at least will be individually his.

But the possibilities of economy of money and time and trouble are numberless. Supt. Wirt has planted the seed of a gourd bigger than Jonah's. Let us watch it grow.

—C. W. Bardeen in "School Bulletin."

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Southern California Section

Under Direction of
HERBERT F. CLARK
Los Angeles Office
443 Wesley Roberts Bldg., Third and Main Sts.

DEPARTMENT CONTRIBUTORS
Editorial .....Herbert F. Clark
Ten Minutes for Recess.....Lane Doyle

Editorial

Article on Flexner Arouses Criticism

It is with extreme regret that we learn that some of our good readers of the Western Journal of Education feel that an injustice was done Abraham Flexner by our criticism of his theories in the last issue of the Journal. The feeling is that Mr. Flexner has done such valuable work throughout the country in breaking down some of the iron-clad methods handed down by tradition, that such criticism of his article on a Modern School is scarcely justified.

To criticise without offense is an extremely difficult phase of journalism; fully as difficult as in the field of school supervision. At the same time it is still a necessary procedure. Difference of opinion is a basis for wholesome discussion, and our educational theories need thorough discussion before attempts are made to put them in practice. We do not fear methods nor immediate results as much as we do the violation of principles. We did feel that some of the suggestions of Mr. Flexner in regard to the Modern School called for a sharp challenge. This we accepted, and replied not as a criticism of Mr. Flexner, nor in anyway a reflection on the vast amount of wholesome constructive work this worthy educator has done. We trust our school people will secure Mr. Flexner's Modern School and read it for themselves.

School Sieve Shakes, Chaff, or Nuggets of Gold?

The State school sieve is having its annual shake. In some cases the superintendent wields the jarring hand, in others Boards of Education shake the unstable measure. In some cases the stuff that goes through is saved for future usefulness and the chaff is tossed out upon a heartless world. In others that can stand the shake and remain in the basket is the material that is saved. It all depends on the purpose for which the sieve is used. In any event, the sieve shakes, the contents are much disturbed and the process demands new readjustment.

Down in Orange County, Delbert Brunton is tossed from Fullerton over to Orange. Professor Houck from Anaheim goes to Fullerton and again the educational machinery settles down to stable action. All over the State, in fact throughout the country, this annual shakeup takes place.

Our peculiar American instability encourages this sort of thing. We are still in our adolescent stage of development, Yesterday we were boys dallying with the tools of our profession, to-day we are trying to work with the capacity of manhood.

Adolescence has its advantages as well as disadvantages; and annual shakeups prevent stagnation. They probably do disturb educational programs and discourage able educators but somehow or other, as Arnold Tompkins once said, "Young people continue to love each other, boys become men, girls become women and the process of civilization moves steadily on." This changing, unstable condition certainly does work a hardship on the man with a family, who has purchased a home, and finds that he must seek a new field of labor.

But, again, the schools exist for the benefit of children, and until we can prove that this annual shakeup results in a loss to them, we will need to content ourselves with the condition.

University of Southern California A Credit to Southland

The graduation exercises of the University of Southern California on June 8th indicated the ever enlarging influence of that institution among the people of this great and growing Southwest. Approximately five hundred young people received degrees of various sorts and have now gone out each into some vital field of human service. Among the number were several Japanese, two or three Chinamen and a Chinese girl of rare repute, thus indicating the influence this denominational institution exerts.

We are prone to think of education as being strictly an affair of State, but here is denominational university as open to Jew or Gentile as to adherents of Methodism, and the discussions in class rooms are absolutely free from sectarian, or even religious domination. At the same time, underneath it all, is a strong current of Christian influence, silently permeating every activity, and making of the institution a most wholesome place for the higher education of growing, ambitious young men and women. To come in touch with, and be a part of such an institution leads one to feel that there is still a place in a well rounded education for a sound and constructive religious influence. It creates an atmosphere pleasant to work in, and gives a completeness to the process that a strictly secular education lacks.

The University of Southern California is a credit to this Southland. May her resources prove sufficient to her constantly widening sphere of action, and may her graduates reflect that refining scholarship which it became their privilege to imbibe during their hour of study within its sacred walls.

Backward Look and Forward Hope

Some of us have a habit of picking up an educational journal, making a hasty review of it and laying it aside with the intention, at a more opportune time, of going through it with care. It sometimes happens that the more opportune time never comes and the magazine gets laid away without careful perusal.

If such a habit has led anyone to give scant care to the last issue of this Journal, it will be worth their while at this time to take it up again and read carefully each article in it. The last issue was an enlargement over former ones, and was full of good wholesome educational material from cover to cover. The dry humor contained in Mr. Wagner's editorial on page ten concerning teacher's salaries, is refreshing to the teacher's mind. The article on State Publication of High School Text Books exhausted the supply of extra copies. The article by Anna Hallock on the League of Teachers' Associations, is worthy of most careful consideration. Miss Hallock touches an extremely vital issue in our school life of to-day when she says: "A democratic community has no place for teachers who are afraid to criticize bad conditions, or to suggest reforms, afraid of their superiors in rank."

Her remarks are strikingly pertinent when she says: "Our schools cannot be governed by a system borrowed from the army, with orders coming down from superior officers, nor by a form adapted from the church, nor by methods used in great industrial corporations. They can only be governed as any great co-operative enterprise is governed, by recognition of the principles of democracy." The real essence of the principle at stake is contained in her words: "Every teacher must awaken to a consciousness of her individual responsibility in the final results." That is the kind of talk our teachers need instead of the fear and intimidation that is driven into them.

This enlarged issue provided space for the excellent articles by Professor Macurda of the Los Angeles State Normal School on John Milton, The Teacher, and the one by Dr. Emory S. Bogardus of the University of Southern California on Motion Pictures, and was a recognition by the publishers of the growing importance of Southern California in the school affairs of the State.

We of this Southland should appreciate this recognition and lend ourselves to the enlargement of the Journal's sphere of action in this our field of service.

✣ ✣ ✣

EX-PRESIDENT WILLIAM H. TAFT'S TRIBUTE TO THE VALUE OF PITMAN'S SHORTHAND

Ex-President William H. Taft was the principal speaker on the evening of December 28, 1915, at the Hotel Astor, New York City, at the Fortieth Annual Convention of the New York State Stenographers' Association. He paid a high tribute to the memory of James M. Ruso, who for thirty years had been an official stenographer in the courts of Albany, and was a classmate of Mr. Taft at Yale. Mr. Taft said in part:

"Ladies and Gentlemen:—I wish I could say, fellow-stenographers—for there is no defect in my education that comes home to me with so much emphasis as the fact that I am not a stenographer. My father cannot be said to have been a stenographer in the modern sense; but with a determination and insistence that I am afraid was not transmitted to his children—at least the one in whom I am chiefly interested—the went to work and learned the Pitman system, and he used it in correspondence; he used it in his diaries; he used it in the notes he made on the bench; he used it in the notes he made in charges to the jury. While it was limited to a correspondence style, I presume his characters were such that his notes and his memoranda are easily read now by those who are interested in what he has left. I feel quite close to stenographers. I have been with them all my life. I had them when I was practicing law, prosecuting criminals—they are more needed in criminal practice than in any other, I think (laughter); and after I came to the bench, and in the making up of records, the truth is they seemed to be the most indispensible men possible. They are a great test of a man's veracity and accuracy. * * *"

Ten Minutes for Recess

Los Angeles people are rather dizzy from watching parades, but all agree that the Los Angeles School Pageant was a real climax to the events of the Knights Templar week in the city. Leave it to the kids (and teachers)!

✤ ✤ ✤

The big Preparedness Parade showed one thing, at least. There are plenty of valiant citizens who are willing to parade for preparedness. Alas! There is no such parade toward the recruiting stations.

✤ ✤ ✤

Attendance Officer Fox of Los Angeles has given up his pursuit of truants to take up the pursuit of Mexican recalcitrants. If he catches as many insurrectos as he has hooky players, military prisoners will be plentiful. Mr. Fox is a sergeant, and he "kin shoot a rifle" with real results.

✤ ✤ ✤

It's no use, anyway. Mexico can not win. We have a picture of their massive, well-nigh impregnable fort at Tia Juana. We hid behind Sam Cripe and photographed the fortifications while nine Mexican Generals slept in front of the breastworks.

✤ ✤ ✤

OUR QUERY DEPARTMENT

Ten Minutes of Recess:—

my Boy Jose are 10 of age but I cannot get for him a working premit so he can work for the Loco tamales Co. why canot a boy of such age help his father. Them laws keep the working class from getting help by their children. Jose have a good education,

P. GOMEZ.

✤ ✤ ✤

Editor, Ten Minutes for Recess:—

Please settle a bet for us. I bet that the subway railways of the Bronx, New York, are called the Bronchial tubes. Who wins?

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✤ ✤ ✤

A VALUABLE PAMPHLET

Professor M. T. Hedd, B. V. D., B. I., etc., has published a remarkable pamphlet which all school principals should buy. The title of the booklet is: "How to Become Respected by Your Janitor."

✤ ✤ ✤

Thursday, June 22nd, the teachers of the Department of Compulsory Education played a game with a team picked from the best players attending school in the department. The teachers won, making six runs while the boys made four. Mr. Marbut, well-known tourist of the school department, was umpire. His decisions reminded us of the supreme court.

The best part of the game was the evident good nature and comradeship existing between teachers and boys, and the playing of Mr. E. J. Lickley, Supervisor of Compulsory Education, who captained the winning team and played first base like a veteran.

✤ ✤ ✤

REMARKS BY A TRUSTEE OF YELLER-JACKET DISTRICT

It seem t' me thet kids shud be allowed t' talk in a conversational tone t' each other about their lessons. Ef I was a teacher I'd let 'em talk, becuz ef they're too durn quiet, there's no tellin' how their minds is runnin'.

✤ ✤ ✤

RELATION OF THE KINDERGARTEN AND THE GRADES

Grade teachers and kindergartners alike have recently become interested in the problem of adjutsment between kindergarten and first grade.

The tendency to pass over the chronological ages of children in favor of their mental ages and to regard as one unit the period between 5 and 8 years, is bringing about changes in belief and practice.

If the aim of the school, including the kindergarten, is in accordance with the best educational ideals, the kindergarten will definitely prepare for the first grade, because it will help the child to develop to the fullest at his present stage, and the next grade will continue to aid this developing individual. If the two grades are perfectly adjusted to the progress of the developing child, there need be no adoption of the usual first-grade language and number signs in the kindergarten, nor need there be an adoption in the first grade of the particular handwork materials which children desire for expression at the kindergarten age.

That there is not this perfect adjustment between the kindergarten and the first grade is evident in many cases. It may be due to a misunderstanding of educational aims and methods or to the lack of ability to put ideals into practice. The burden of the criticism has fallen upon the kindergarten, partly because it is one of the later additions to the educational plan. It is only in the process of formulating its own ideals and practice; furthermore, it stands as a single grade in the school. The first grade, on the other hand, represents the ideas of the whole school, and its aims and practices have been quite definitely outlined for many years. The question of the relation of the two grades must be one of adjustment—adjustment not to the particular ideas of kindergartens and primary teachers, but adjustment to the best growth of the developing child.

The adjustments suggested by school superintendents, supervisors, and grade teachers, in order of frequency, are as follows: For the kindergarten—more independence in handwork periods; more quietness during occupations and other table work; removal of age limit, so that a child may be placed in the class best suited to his development; limitation of kindergarten to one year; more attention to the use of English in conversation; introduction of reading and writing. For the first-grade teacher—introduction of more handwork; greater freedom; movable chairs and tables, and use of circle for conversation and games; smaller classes; seat work more creative, not mere following of teacher's dictation; elimination of number work, except in actual problems.

The general opinion as reported in letters from superintendents and grade teachers and the Bureau of Education is that in the main the kindergarten is consciously aiming to give and is giving the kind of education which the primary teachers find is helpful in the next grade; but that desirable adjustments can be made on both sides to make the relation more effective for education.

The three types of plans now being tried throughout the county are:

To arrange courses of study in elementary schools in such a way as to take cognizance of the subject matter of the kindergarten "program" and interrelate it with that of the rest of the school.

To place the kindergartens and primary grades of a school system under the supervision of one person, and that person a trained kindergartner.

To reorganize the training courses in normal schools so that the students shall be required to practice in primary grades as well as in the kindergarten.

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The following publications of the Bureau of Education deal with this and other kindergarten problems. Documents will be sent free on application to the Commission of Education, Washington, D. C., unless otherwise specified.

Progress in Kindergarten Education. Reprint from the annual report of the Commissioner of Education, 1914.

Bulletin 1914. No. 6. Kindergarten Statistics.

Bulletin 1914. No. 28. Montessori and the Kindergarten.

Bulletin 1914. No. 29. The Kindergarten in Benevolent Institutions.

Bulletin 1915. No. 24. Adjustment Between Kindergarten and First Grade.

Kindergarten Letter No. 2. Kindergartens in California.

Kindergarten Letter No. 3. A Boston Experiment.

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SUMMER SCHOOLS FOR COUNTY SUPERINTENDENTS

Summer schools and conference for county superintendents, rural school supervisors, and rural teachers are to be held during the summer session for 1914 at the State universities of Alabama, Arkansas, Georgia, Louisiana, Minnesota, Montana, Nebraska, Wisconsin, Wyoming, Tennessee and in several other States; and at the State Agricultural Colleges and State Normals of Kansas, Iowa, Ohio, Maryland, North Carolina, South Carolina, North Dakota, Mississippi and in a considerable number of other States.

The idea of a summer school for county superintendents is comparatively new. Last year the State Board of Education of Louisiana held a one-week summer school for parish superintendents. The session was at the State University at Baton Rouge, under the immediate direction of the State superintendent of public instruction and the State supervisor of rural schools. In addition to the parish superintendents, all assistant superintendents were present, and also the teachers of agriculture in the twenty-eight agricultural high schools of the State. These teachers have charge of the boys' agricultural clubs in their counties. There were also present the teachers of domestic science in the same schools, who are required to supervise the girls' canning clubs in their respective counties in addition to their high school work. A feature of the summer school was the instruction given in rural education by the State rural school supervisor, and by the State agent in charge of agricultural club work. A representative of the Jeanes fund, part of which is expended in the State for negro education, discussed the problem of negro education; and a specialist in rural education from the United States Bureau of Education presented some of the phases of rural supervision in its broader aspects.

Several other States hold one, two, or three day meetings of their county superintendents. These are conferences, however, and not schools in which definite instruction is given.

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Alameda County Trustees Meeting

Thinking that a description of my Trustees' Institute might be of value and interest, I am giving an outline of the same for publication if you think it worth while.

On Saturday, May 27th, an exceedingly interesting Trustees' Institute was held at the Hayward Union High School Building. Almost all the Districts in the County, including the smallest and most remote ones were present.

Professor Rugh of the University of California had considerable war paint on and went after existing evils and proposed remedies in his usual lively and independent way, which brought forth an interesting discussion, some of the Trustees taking issue with him upon certain propositions.

Mr. Hatch of the University of California Extension Department presented visual education accompanied by a number of very interesting exhibits.

Mr. Knowles of the University of California talked upon current events in history, describing the plan as it is being used in some schools.

Miss Mary Barmby, Alameda County Librarian, set forth the advantages of the County Library plan, which is already in a number of districts in the County.

The San Leandro Grammar School Band and Orchestra discoursed music remarkably well for such youngsters.

All present were taken to the Hayward Hotel for luncheon. The proceedings were exceedingly gratifying. Never was there an assembly of men and women, who from beginning to end, sustained a more marked intensity of interest. When asked at what time the afternoon session should close some one said, "four o'clock," and actually the Trustees were so interested that it was half past four before they really adjourned, and the Trustees unanimously asked that the Institute be repeated each year.

New World Typewriting Record

At the Metropolitain Sanctioned Typewriting Contest, May 6th, held at the Miller School, New York, Miss Rose L. Fritz, who for four successive years held the World's Championship Trophy for fast and accurate typewriting, made a new record for absolute accuracy, writing 118 words a minute for 15 consecutive minutes. The best previous record was 69 words a minute for absolute accuracy. Miss Rose L. Fritz is not only one of the world's most expert touch typists, but also an expert writer of Isaac Pitman Shorthand. Both of these subjects were learned by Miss Fritz under the personal supervision of Mr. Charles E. Smith, author of "Practical Course in Touch Typewriting," published by Isaac Pitman & Sons, 2 West 45th Street, New York.

THE HANDWRITING

In California Schools will be better than it has ever been because teachers and pupils are to be supplied with better books than before.

Superintendents should see to it that each teacher is supplied with a ZANER METHOD MANUAL, which shows and tells how to teach and write, and that each pupil from grade one to grade eight is provided with a ZANER METHOD COMPENDIUM which shows how to write. Ask the State Department of Education for leaflet of instructions what to order for City or Rural Schools.

All Books are supplied free. Use them. Follow them. Better writing will follow.

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CHOOSING BETWEEN WAR AND PEACE

(By Arthur MacDonald, Washington, D. C., honorary president of Third International Congress of Criminal Anthropology of Europe.)

The choice between entering war and remaining neutral, in short between war and peace, may be a choice between two evils and the decision should be on the side of the lesser evil.

Let us admit that for a country not to be equipped, reasonably or adequately for war may cause it not to receive proper attention and respect from other countries. Let us admit this to be a great evil. Now let us set over against this evil the injustice that war brings to innocent people, non-combatants, the outrages they suffer, the destruction of their homes, the shooting of them in cold blood, and their awful suffering from fear and terrorism sometimes visited upon them through military necessity. Let us picture, if possible, the almost infinite injustice and suffering that, for instance, the Russian peasants have experienced, when with only short notice, hundreds of thousands have been ordered by their own generals to quit their homes, where to go they know not, many without conveyances to carry anything; nevertheless they must take what they can carry afoot—old and young, bed-ridden, sick and crippled—must depart in the cold, many scantily clad, the poorest who are in the majority suffering the worst. Many, of course, die on the way, enduring untold agony from exposure, exhaustion and starvation. Think of these poor, innocent, peaceful peasants, who only want to be let alone, whose sons and fathers were torn from them to go to the front, are, after making such sacrifices for their own country, now forced by this very country into ruin, starvation and death; and this all on account of military necessity of their own fatherland. Think of this infinite suffering and injustice to hundreds of thousands and compare it with the admitted evil of humiliation, and then pray tell us which is the lesser evil. The long-lasting and paramount effects of war horrors and devastation are infinitely a greater evil than the short and comparatively temporary effect of neglect of dignity and honor, which consists mainly of pride, egotism and selfishness.

Importance of Dignity and Honor Idea Exaggerated

If nations are friendly, they often will not resent most discourteous acts, while if unfriendly, a trivial matter may "outrage" their honor and dignity. Once two nations came near going to war, it is said, because one ambassador was seated in advance of the other at table.

Consider how little real feeling of humiliation (much less suffering) there is among the great majority of inhabitants of a country, whose officials claim to have been humiliated by the words or acts of some other government. In the present status of humanitarian feeling, three-fourths and probably more of the citizens who have to do the fighting, do not feel this kind of humiliation; they desire to be let alone, and pursue their peaceful occupations. If some of them do feel it, it is generally after efforts are made to stir them up to stand on their dignity. This dignity or honor idea is often greatly exaggerated. The officials may feel it especially, but that may be due mainly to their egotism. But how small an evil it is in comparison with the infinite evils and injustices of war upon the great majority of innocent citizens, who must sacrifice their bodies on the battlefield or themselves at home.

Foolishness of Man

It is estimated that criminals, insane and other defectives constitute about one per cent of the community. If we consider all the evils and expense these unfortunate classes bring upon society, the irrational management which allows so small a part of the community to cause so much trouble, becomes evident.

This absurd management on the part of society within a country is bad enough, but when we consider the arrangements between nations, called diplomacy, and the present condition of Europe, the absurdity is infinitely worse.

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Summer Course for Teachers at Gregg School

The Session for 1916, which will begin Monday, July 3, and end Friday, August 11, will be especially notable because of the

Exposition of the New Manual
by Mr. Gregg.

The various teaching points will be carefully brought out, and the changes that have been made fully explained. As the improvements in the Manual result in the saving of considerable time for the teacher, and in the simplified and more logical presentation of many of the lessons, Mr. Gregg's exposition will be welcomed by a great many teachers. The handling of the new Manual will be of immense importance to progressive teachers, and to learn Mr. Gregg's methods will be to get the best possible start. It is desirable that reservations for the summer session be made early.

OTHER SPECIAL FEATURES

A new feature for 1916 will be a six weeks' Reporting Course, conducted by Mr. Fred H. Gurtler, for teachers who wish to increase their speed.

A special class for teachers of other systems wishing to change to Gregg Shorthand, gives valuable suggestions as to handling the work in changing from other systems to Gregg Shorthand.

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Write for the 1916 Announcement Bulletin, and plan now to get the Gregg training this summer : :

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AN EXPERIMENT IN HIGH SCHOOL VOCATIONAL GUIDANCE

Charles L. Jacobs, of San Jose, has published recently in the Manual Training and Vocational Magazine an argument on "Life Career Study" in the high schools of San Jose. The aptitude of students is determined largely by questionaries. The questions are centered largely in the ambition, ability and interests from the student's viewpoint. The students under the class lecture system are told in an intelligent manner of the various careers open to students, the difficulties, possibilities, the rewards, and we hope they are told of the many failures. In the following article he outlines his aims and purposes as follows:

Eventually it is proposed to have a four-semesters, and later on, perhaps a four-years course in Life Career Study. The first half of the work it is proposed to devote to what might be called School Career Study, and the other half to what might be called Vocational Career Study. The School Career Study will include instruction and training in such matters as will lead to greater efficiency during school life and will aid the pupil in planning his course of work to make it more effective as a preparation for his future career. The Vocational Career Study will aim to set before the pupil such facts as should lead him to a surer and more rapid success in his chosen field. It is planned to make the School Career Study compulsory and the Vocational Career Study optional. As the avocational phase of a life career is bound up both with the school aspect and the vocational aspect of life, the question of a desirable avocation will receive its due share of consideration in both phases of the work.

The vision of a completer course in life career study is already on the road to realization. To the original limits of the work there has been added recently an introduction to the work of educational guidance. During the first semester of last year, for the purpose of trying it out, every pupil of the tenth year was obliged to devote an hour a day for one month to the educational guidance course. During the last semester the same work was given to all ninth year pupils. And now that the educational guidance has proven its worth, it is to be included in the requirements of all ninth year students of the future. With that advance consumated, it may be safe to conclude that, provided our present progressive school administration continues, it will be but a matter of a comparatively brief space of time before the entire proposal will have been put into full operation.

The Association deplores any attempt to militarize this country. It again declares against the establishment of compulsory military training in the schools, on the ground that this is reactionary and inconsistent with American ideals and standards. The Association expresses its approval of the policy of the Boy Scouts of America in keeping their useful work free from connection with military affairs.

Perhaps the greatest task which lies ahead of the school in all lands and countries is that of bending its energies toward the creation of a new order of international friendship, justice, and good will. Upon the public education systems of each state and nation lies the responsibility of enlarging the national conceptions and promoting good will among the nations of the earth. Entirely new values and standards for judging need to be created among the different peoples. In particular the school histories need to be rewritten and the teaching in history and geography in the schools needs to be entirely redirected. The emphasis now placed on the deeds of the soldier should be shifted to those who have created the best of our civilization and rendered the most lasting benefits to mankind. The emphasis now placed on wars should be shifted to the gains to civilization made in the intervals between wars, and war should be shown in its true lights as a destroyer of what civilization creates. The biologic, economic, and human waste of war should be emphasized, and the fact that war is the breakdown of law and order and civilized society should be made clear to the young. Upon those who teach, but especially upon those who organize and administer education, rests the responsibility of creating a new national life in all countries—a national life which shall prize the fruits of civilization, which shall honor most of those who advance the larger interests of mankind, which believes in international justice and good will, and which looks to friendly arbitration rather than to brute force to settle the difficulties which may arise between nations. The shaping of a new international policy among nations, looking ultimately toward international peace and good will and the preservation of the slow gains of civilization, calls for educational statesmanship of a high order, and will require time for its accomplishment, but such represents the greater constructive task now before those who direct the work of instruction in every nation.

The Most Practical of All Practical Things.

A recent news item stated that in some of our California schools the children's shoes were to be cobbled for them free of charge since so much absence is due to the fact that the child's shoes are either at the shoemaker's or that he has no shoes fit to wear. An altruistic idea, but here is a beter one: Teach the children to cobble their own shoes. Even girls can learn to handle the shoemaker's tools. The outfit for the amateur cobblers can be bought at a five-cent store all complete for about eighty-five cents. To block up heels, to peg half-soles, to sew patches would not be difficult to learn nor hard to do. In just the matter of shoes run over at the side, of heels worn bias, what a vision of lopsided standing, crooked walking and distorted muscular and spinal conditions is conjured up by a run-down heel! Teach the children to cobble. It will not be taking the bread out of any man's mouth, for certainly no man now has the work to lose, or the conditions would not be as they are today.

Book Notes

"California as a Health Resort," by Dr. F. C. S. Sanders; published by Bolte and Braden Co., San Francisco; price $2.00 postpaid; edition de luxe, $4.00.

It was the mineral springs of California which appealed to the author, an English physician, and to these he devotes considerable space in the volume. Mingled, however, with the technical information which was the author's prime incentive for the work, is a surprising amount of historical, educational and topographical information, seasoned with a touch of romance.

It is the delightful naivete of Dr. Sanders in his praise of California's wonders, that makes it a most refreshing volume, and one in sharp contrast to the disgusting boastfulness of our native authors, or the foolsomeness of others. It is the broad statement of a cosmopolitan and eminent physician, who writes naturally of what he sees.

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"Elementary French Reader," by Louis A. Roux, A. B.; published by the Macmillan Company, 66 Fifth Ave., New York; price, 50 cents.

A book of carefully graded selections for beginners. The vocabulary is of every-day French, and comparatively simple.

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"The Playground Book," by Harry Sperling, B. S.; published by the A. S. Barnes Co., New York; price, $1.80.

The book presents a fairly limited choice of excellent games and dances adopted to playground conditions and purposes. It would be an excellent help to any new beginner in play-

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"The Plain Storey of American History," by John Spencer Bassett, Ph. D.; published by the Macmillan Company, New York.

The object of the author in presenting this book is expressed in the title. It is a plain storey of the achievements of human beings in that part of the Western Hemisphere which is now the United States of America. It clearly relates facts without detailed explanations. Its most useful role will be as an introductory to a wider study of our history."

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"Oral English," by John M. Brewer; published by Ginn and Company, 29 Beacon street, Boston, Mass.; price, $1.00.

In the most practical way possible this new text book leads students to interest themselves in improving the talking they must constantly do at home, in business, and in the work of the school. It takes up successively all the common situations in which talking plays a part, and treats discussions, interviews, conversations, extempore plays, and advanced argument for debaters as well as explanations, argument for beginners, narrations, descriptions, speeches for special occasions, and simple business talks.

Four chapters deal with the manner of speaking—the speaker's appearance, the vocabulary, voice improvement, and style. Direct, forceful talking is the aim, and not imitation or physiological analysis.

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"The Principles of Health Control," by Francis M. Walters, A. M.; published by D. C. Heath and Company, Boston, Mass.

This book strikes a little different key. It handles the subject from the viewpoint that perfect health is rarely attained, nad that the problem confronting the student is how to improve his health and body as much as possible. Modern life in all its phases, tends to impair the physical organism. There should be a wide dissemination of the knowledge of how weaknesses are to be relieved and the body restored to its normal condition. In this book the author aims to give more attention to counteractive and recuperative agencies.

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"Occupations," by Enoch Burton Gowin and William Alonzo Wheatley; published by Ginn and Company, 29 Beacon Street, Boston.

The plan of this book is a combination of vocational guidance and vocational information, with emphasis placed strongly upon the latter. Each chapter contains numerous exercises, reading and references, the special purpose of the exercises being to localize information. The text permits considerable freedom, on the part of the teacher, both as to the length of the course and the relative emphasis to be placed on the different vocations as demanded by local conditions.

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"McFadden Language Series," books one and two; by Effie B. McFadden; published by Rand McNally and Company, Chicago and New York.

Book One of the series is intended for use in the third and fourth grades of the elementary schools; Book Two is intended for the fifth and sixth grades. The lessons contained in the book have been put to practical tests in the school room; the experimental has been omitted.

The material follows in orderly course, one fact at a time, and abundant drill and exercise is provided. The simplicity of the explanations the author believes will create self reliance in the children.

The methods suggested to help the child correct his own errors, should relieve the teacher of much work, and secure more accurate work from the pupil.

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"Heroes of Conquest and Empire," by Etta M. Underwood; published by the Macmillan Co., 66 Fifth Ave., New York; price, 40 cents.

This little book tells the stories of various leaders in the history of the world. It is written for young children with a view of appealing to their idealistic temperaments. It is the story of characters to be emulated.

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"Boswell's Life of Johnson," edited with notes and an introduction by Max J. Herzberg; published by D. C. Heath and Company, Boston, Mass.

To foster a liking for Boswell in the student of English is a worthy and perhaps not difficult task. He stands forth as a mirror of his time and his biography of Johnson has remained an unquestioned masterpiece.

To render the volume fit for class use, much of course has been omitted but an attempt has been made in the actual selections to have Boswell tell as nearly a consecutive story as possible. His words have not been altered, although his spelling in this volume has been modernized. The editor has also for pedagogical reasons, divided the book into chapters, which is not the case in the original editions of Boswell.

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"Health and Safety," by Frances Gulick Jewett; published by Ginn and Company, 29 Beacon Street, Boston; price, 40 cents.

The pages of this little volume are strictly devoted to matters of personal health. They discuss the care of the eyes, ears, hair, finger nails, teeth, etc. It shows why cleanliness and care are important, and uncleanliness and neglect dangerous. Ventilation and other principles of hygiene are thoroughly discussed.

(Advertisement)

BIDS WANTED FOR TEXTBOOKS IN LANGUAGE

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Language books for the third, fourth, fifth, sixth, seventh and eighth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 706, Forum Building, Sacramento, on or before September 1, 1916.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in language," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

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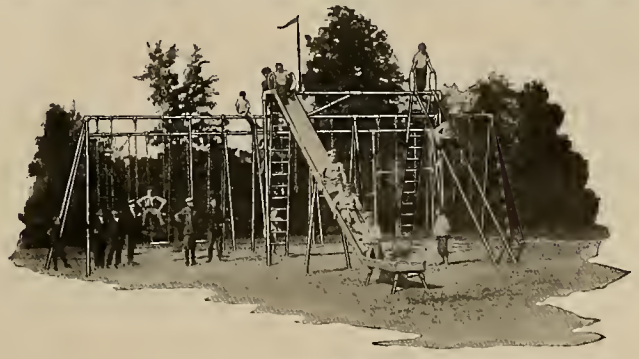

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial Notes

"Thou Shalt Not Kill"

General Funston before he joined the National Guard for a trip to the Philippines was a Kansas school teacher.

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General Joffre, Von Hindenburg, Kitchner, and other great generals of the present war are old men. Perhaps the young men have too high ideals of modern Christian civilization to be chief in the abattoir of nations.

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Superintendent Morris James of Berkeley did a brave and heroic thing for the elementary teachers when he took a step forward in the equalization of salaries for equal work, without regard to the grade of certificate held by the teacher. It is positively unjust that a university graduate without experience should be paid more than experienced successful teachers for the same work.

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F. M. Lane, principal of the Washington School, Fresno, has taken an active interest in organizing an association of grammar school principals. This is an important movement. The grammar school principals have just as important work as the High School principals and superintendents. The time is here when the grammar school principals must stand for the protection and the emphasis of elementary education or the High Schools will have more and more domination. We do not mean, that the domination of the High Schools is necessarily bad, but we insist that grammar schools know their problems and should co-operate with the High Schools in meeting them.

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Here is to Tennyson! But where, oh, where is his, "The parliament of man, the federation of the world!"

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The State of California may look for a revival in practical methods in drawing now that D. R. Augsburg has returned.

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In 1892 Edward Hyatt was principal and teacher of the San Jacinto schools, San Diego County. He was a member of the County Board of Education. His vacation was devoted to camping trips, in which he made the snakes, bugs and other insects, and nuisances contribute to his scientific knowledge. At this time a law was in force requiring entomology to be taught in every school in California. The Board of Education of San Diego requested Mr. Hyatt to write a bulletin on the subject. He wrote. It was a good one. The County paid for its publication and distribution. Since then there have been bulletins and bulletins. In fact, they are so frequent and so numerous that if they were preserved for waste paper it would go far to supply the present shortage. However, we are writing this just for the opportunity to say that the Bulletin, written in 1892 for the schools of San Diego was a mighty fine bulletin, and if all educational bulletins were as well edited, we would not hold up our hands to stop the awful waste of paper, in the printing of ninety four per cent of the modern day bulletins. They are almost as bad as the bound volumes of the proceedings of the N. E. A.

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This Journal does not take a vacation in July and August. There are too many important things happening that are of vital importance to the elementary teachers for the Journal to rest on its oars.

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Winship's Journal of Education of June 8th contains a page article on Mrs. O. Shepard Barnum and Mrs. Agnes Ray, members of the State Board of Education. The tribute to Mrs. Barnum and Mrs. Ray is handled by Mr. Winship in his characteristic manner.

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Here I raise my Ebenezer! Just as Samuel of old built an Ebenezer to mark the place where divine help came to him, so we today raise our Ebenezer as a cry for help, for truth as between the forces of peace and preparedness, between the voice of shot and shell and the silence of the still small voice of conscience; between Kipling and the Sermon on the Mount; between the commandment "Thou Shalt Not Kill," and the general's command, "Fire! between my country, right or wrong, but first of all my country," or the patriotism that knows no boundary lines. To quote Lowell: "In the gain or loss of one race all the rest have equal claim."

Education Notes

The Red Bluff Daily News of May 27th contained a column report on the schools by Supt. J. D. Sweeney. The Red Bluff Schools are in splendid condition. There is no man in California better qualified by experience and temperament than Mr. Sweeney to supervise an efficient school system.

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The teacher at Milpitas, Santa Clara county, made five pupils, who insulted the flag, salute it with proper respect.

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The Desmond Service, Yosemite National Park, is revolutionizing affairs in the valley this year. Thousands of people are making Yosemite their Summer camp and the Desmond Service is commented on favorably by everybody who has had anything to do with this well known establishment.

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Arthur H. Chamberlain, editor of the Sierra Educational News, is on the program of the N. E. A., New York, July 1 to 8, several times.

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E. B. De Groot, director, department of Physical Education, San Francisco, is President of the Deparment of the N. E. A. of Physical Education.

The Bulletin of the San Diego State Normal School announces a Summer quarter from July 5th to September 29th. The Bulletin contains much interesting information for prospective students.

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Alex Sheriffs, city superintendent of San Jose was tried and found technically guilty of not visiting every school room as required by law. It is to be feared that many of our best officials are technically guilty of the same offense.

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Caspar Hodgson, David Snedden and Dr. Suzzalo are given as three of Stanford's ten greatest graduates.

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Supt. C. C. Hughes, city superintendent of Sacramento schools is making a record for sane and essential developments in the Sacramento school system. It has been said that once a professional educator leaves the ranks for Commercial pursuits it is not possible for him to come back. Charlie Hughes has not only come back, but climbed higher on the educational spiral of success.

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The Board of Education of San Francisco has appointed teachers and rearranged the department of physical education under Prof. De Groot in a way to make it especially efficient.

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Dr. John Henry Gray, head of the department of economics of the University of Minnesota, is on a tour of the Pacific Coast. Horace Rebok has secured him for the commencement address at Santa Monica.

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Paul Ward, principal of the Red Bluff High School, a fine school man, a splendid citizen, is on a visit to the educational centers of San Francisco bay region.

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"The Pendulum of Progress" is the title of the address delivered by Herbert O. Williams, principal of the Sacramento High School at the California High School Teachers' Association. The address is one of the most vital, interesting and serviceable that has come to the educational desk for a long time. It is certainly with a careful reading.

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D. R. Augsburg, the author of Augsburg drawing system, has accepted a position in the San Francisco State Normal School. Mr. Augsburg as a teacher, institute lecturer, and writer on drawing has the ability to get results. He may not fit Prof. Bailey's definition of art but that may be to his credit. The State of California is to be congratulated in having him once more in one of her educational institutions. Prof. Augsburg will arrive in San Francisco early in July.

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The convention of the High School Principals will be held at Riverside, Dec. 19, 1916.

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Henry Spalding, the enterprising clerk of the San Bruno Park School, San Mateo county, has sent the Journal a neat and attractive commencement program. Supt. Roy Cloud made the graduating address. The exercises were held June 16th.

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The Teachers and School Committee of Los Angeles had the Board of Education pass resolutions strongly condemning the publicity given to the names of teachers to be dropped from the department.

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DEAL WITH THE PUBLISHER DIRECT AND SAVE MONEY

Frank H. Ball, supervisor of Manual Training of Pittsburg has been elected as the successor of Miss Ednah A. Rich to the presidency of the State Normal School of Manual Arts and Home Economics of Santa Barbara. President Ball holds a Masters degree from Chicago University. He was also special teacher of Manual Arts in Cincinnati for seven years. He also taught in California for a short time.

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Miss Ednah A. Rich has resigned the presidency of the Santa Barbara State Normal to marry Lewis K. Morse, the treasurer of Wellsley College. They will be married in San Francisco, on July 1st, and will leave immediately after for a trip to Alaska. Mr. Morse is a prominent attorney, and has large interests in Massachusetts. Miss Rich has accomplished a great work for the State of California and the foundation which she laid in Manual Arts and Home Economics will always be remembered.

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The Kansas Teacher announces at this early date that at the association meeting in next September, J. H. Francis and Mary Antin will be the speakers, and the attractions will be either Ex-President Taft or Harry Lander. What a contrast!

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The New England Journal of Education for the week of June 1st, contains a full page record of the success of The World Book Co. of which C. W. Hodgson is the president and manager. Mr. Hodgson is also included in the list of the graduates of Stanford who have made good. His many personal friends in California always rejoice to hear of his attainments.

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The Coronado High School Board of School Trustees sent out a very neat invitation to the first annual commencement exercises to be held June 23, 1916, in the school auditorium.

P. B. Westerman, principal of the Oakdale High School, has been elected principal of the Sutter Creek High School. Prof. Westerman was presented with a good watch by the student body.

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The Oakland Board of Education has a strict rule which automatically drops at the end of the year all teachers who get married during the school year. Under this rule Mrs. Alice Catania, Miss Lucy V. Baron, and Mrs. R. M. Nason lost their positions. The rule forcing teachers who marry to lose their positions is certainly a bad rule, and now that women have a vote, they should vote for people that are not controlled by such rules.

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Miss Blanche Vance, formerly president of Los Angeles City Teachers' Club, is one of the principal speakers of the N. E. A. meeting, New York, July 1 to 8.

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The Yosemite Valley Summer School will open on July 15. For information address, Los Angeles City Teachers' Club, 202 Trinity Building.

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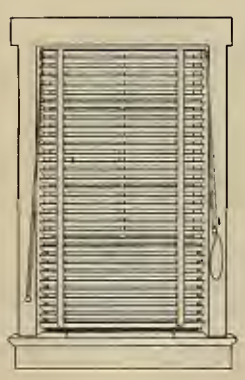

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THE NEW EDUCATION

(Address delivered before California Council of Education, Southern Section, November, 1915, by Rockwell D. Hunt, University of Southern California, Los Angeles.)

ROCKWELL D. HUNT

"The thing that hath been, it is that which shall be; and that which is done is that which shall be done: and there is no new thing under the sun." In these words of cryptic finality the ancient preacher declares the essential vanity of our puny human devices. The psalmist said in his haste, "All men are liars." In this pentacostal hour of world calamity and this flux of American educational notions, one may perhaps be not wholly unforgivable if one should voice with calm deliberation the sentiment which the psalmist cried out in his haste.

What is more persistent than human nature? And is it not humbling to note the thin and fragile partition that separates between our most boasted civilization and the blackest savagery? Where is the deliverer who shall lead us through the fiery crucible of envenomed hate into the radiant atmosphere of world peace? And what educational Moses shall be found to resolve our multitudinous cross-currents of theorizing into the deep channel of secure and established metes and bounds?

Has not the life story of each generation been to be born, to eat and drink, to grow up, love and hate, and hand down life's poor guerdon to the next generation in the relay of the ages? Is progress actual? Is innovation ever other than futile? Is it true there is nothing new under the sun?

The persistent forces of human experience are at once our despair and our salvation. It is they that stay the hand of a centrifugal power which would ruthlessly destroy the poise and balance of life, that halt the triumphal entry of a hostile army which would render life devoid of all symmetry and form. Without the persistent forces of life there would indeed be naught but disintegration and despair.

The planets being held true in their orbits yet move; so the constant factors of life make possible continuous and orderly change.

It is not all of life to live. Thus runs an ancient Japanese proverb: "One ideograph is worth more than a thousand pieces of gold." "In life," writes one, "there are lower and higher currents. Too many set only the lower sails and catch only the winds which blow along on earthly levels. But there also are winds which blow down from the mountains of God." True, man is powerless to create a single atom of new matter; yet he possesses the more than royal prerogative of effecting new and multiplied combinations of existent matter, of adapting himself to the totality of environment and shaping the totality of environment to his own imperious purposes with such infinite variety of manifestation as to make him the most marvelous creator next to God himself.

"The New Education,"—what an evasive and elastic phrase! What an endless variety of elements are discernible! In how many ways its varied phases function on the intellectual retina—for, to borrow a notable phrase from Carlyle, "the eye sees what the eye brings means of seeing."

What do I see in the New Education? Many things, even though my eye is slightly trained and much is doubtless seen through a glass darkly. The merest catalogue of specific items that a hasty glance will disclose is itself both illuminating and impressive.

1. Public Health Movement

Sound physical foundations are sought through the school clinic, the hot lunch, the playground movement, school and home sanitation, the prohibition of harmful child labor, and open air treatment for normal as well as abnormal children. Ignorance of the laws of health levies a heavy tribute which it were unjust to place on innocent and helpless childhood.

2. Industrial Education and Vocational Guidance.

Doubtless serious mistakes are being committed here and there in the name of worthy endeavor and by virtue of a consuming desire to bring things to pass,—mistakes that must later be corrected at great cost. But at least we are beginning to learn the "liberal" and cultural value of a trade as a means to the self-discovery of a child; we are slowly increasing faith in pre-vocational training and in vocational counsel as avenues to the unfoldment of the larger and higher life of the individual. I think Prince Hopkins of Boyland not wholly visionary in his dictum, "Education should make ideals so practical that every day affairs will become ideals." Here real progress lowly achieved is better than rapid movement falsely made. A stratified society as a result of a zeal not according to knowledge would be utterly repugnant to the spirit or our American democracy and disastrous at length to our Christian civilization.

3. Sex Education

A subject that has to do with one of the few absolutely fundamental instincts of the species, and of all life. The ignorant and vicious pervision of the sex instinct, as manifested in prostitution, mis-mating, and the divorce evil, constitutes a situation so appalling as to threaten the future of the race itself. The conspiracy of silence is about to be ended, but we must take heed lest for it there shall be substituted a conspiracy of noisy—if well intentioned—ignorance. For this basic problem there can be no final solution except in the wise education of the boy and girl. The goal is yet a long way off: but for every evil there is a way of escape—a "new conscience" on the "ancient evil" can and must be developed.

4. Continuation Schools

The vacation school has become a fairly well established feature in many of our communities, but the continuation school proper has scarcely emerged into a view above our horizon of the West. Vocational continuation schools are "for that half of the children of 14 years and up to have quit school for work, mostly by the end of the sixth grade, unprepared for life and achievement." The report of the committee on industrial education of the National Association of Manufacturers insists upon the acceptance of the two premises, "the rights of the child and the obligation of the State." "Witness New York City, for instance, with a magnificent equipment and earnest endeavor getting in less than a thousand 14 to 16 year child workers out of 90,000 in her streets and blind alley jobs." It is only social justice to demand reasonable compulsion. Wisconsin is setting the pace in this particular. "I have spent several winters almost within sight of your University building," writes Mr. H. E. Miles, president of the Wisconsin State Board of Industrial Education. "I have studied your local situation and am wondering when some person or group will be seriously enough interested in the thousands of youthful workers in your community to start continuation schools: I pray it may be soon."

5. Schools as Social and Civic Centers

In this respect California has placed herself well in the vanguard among States so far as permissive legislation is concerned: it remains only for us to avail ourselves fully of the facilities afforded not only to make wider use of the school plant but also to give impetus to the wider dissemination of the social and civic spirit for which the school should always stand.

6. Education for Citizenship

The faithful and intelligent citizen, said Henry Van Dyke,—and he voices a very general sentiment of the day,—is the final object of education. Citizenship in America is "implicated in almost every human relation." "To train for good citizenship is to train for domestic virtues, for spiritual graces, for social decorum, for industrial and commercial rectitude, for political righteousness." The task is inspiring: it is being studied by the U. S. Bureau of Education, with the co-operation of the National Municipal League and other civic organizations. As in other contemporaneous endeavor, a most pressing problem in citizenship education is that of securing properly equipped teachers.

7. Adult Education

Here is a most significant movement, as yet

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A very interesting description of all this in detail is found in the booklet, Vacation-1916, free copies of which may be obtained on application to J. J. Geary, G. P. A., 808 Phelan Bldg., San Francisco.

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scarcely begun. At last we are beginning to discern the difference between popular education and universal education, and to demand the latter; the schools of tomorrow must meet this demand. "In the nineteenth century," says Chancellor E. E. Brown, "universal education was generally understood to mean the education of all of the children of all of the people in the rudiments of scholastic learning. Now it is fast coming to mean the education of all the people, of all ages and conditions, not merely in those rudiments, but in preparation for all their needs to which education may be made to minister." (Education Bi-Monthly, Oct. '15.) "Popular education," writes Sueprintendent Wilson, "renders general service to all, whereas universal education renders the largest possible service to each." The phase of adult education that appeals most strongly is that among the alien population of our cities where it is combined with training for citizenship. So significant is this movement that if allowed to come to full power it will with related phases be nothing less than transforming to whole sections of our population in the life of the body politic.

8. Teaching in the Home

Only the slightest beginnings have been made in this phase of the movement towards universal education—and yet it is a most interesting phase and one fraught with much hope. In hundreds of homes the devoted, tactful, prepared teacher may be a veritable domestic evangel. If, as has often been observed, the home may be beneficially affected by the school through the circuitous route of the little child, how much more direct contact with and concrete instruction from the discreet teacher herself. But discretion is here an indispensable virtue.

9. The Educational Survey

It is an age of educational dynamics. Things, practices and institutions that have existed from time out of mind are today confronted with a challenge. Educational methods—even the "basal concepts" of educational philosophy—are held up to the closest scrutiny and searched through and through. Progress! Efficiency! Get results! —such is the shibboleth for contemporaneous success. Consequently the deadly "expert" in school-craft—the "educational engineer"—is abroad in the land, and as a result of his probings we witness the growing volume of a new kind of literature known as the Educational Survey. "The movement for great efficiency," writes Mr. Wilson, "seems to have as its central motive force the slogan that everything—in content, organization, technique of teaching—which maintains its present position of influence in the school must be shown to be more serviceable in securing the ends sought through public education than something else. Unless it can meet this crucial test, it must give way to the other type of thing which promises more." This surely is a most hopeful course of treatment—provided the educational doctor is of the right school (allopath, homopath, or osteopath!), and is capable of making correct diagnosis, and depending on the skill of the wisdom-surgeon in performing difficult operations! At least it seems safe to say that there is need for special courses for superintendents and other administrative officers in psychology, sociology, economics and government. In competent hands the endeavor to apply the principles of scientific measurement of results must be tremendously beneficial, whether this be the use of the Binet-Simon mental tests on the individual child or the widest survey of a metropolitan school district.

10. The Intermediate School and the Junior College

A noteworthy phase of the New Education, particularly in California, is found in the progress of two new types of school, the junior high school, an organization of grades seven, eight and nine, "to provide by various means for individual differences, especially by an earlier introduction of pre-vocational work and of subjects usually taught in the high school"; and the junior college, an institution that carries the student through the 13th and 14th grades, that is, through the lower division of college work. I can not here enter upon a discussion of these most interesting phases of a new articulation of grades, involving, among other things, a revised conception of the taxpayer's obligations: I am at present simply recording the early beginnings of a movement that seems destined rapidly to gain recognition in the educational systems of many American States.

11. Schooling the Whole Child

In a very interesting book on Modern Cities (Pollock and Morgan, p. 278) we read: "No more important idea has ever been advanced in education than the modern conception that the whole child goes to school, that the school takes the place of the parent, not only in giving mental instruction, but in caring for every phase of the child's welfare." Thus the school must guard against disease and preserve health, it must ward off all the vicious habits and foster good morals, it must prevent aimless endeaver and undertake vocational guidance—in short, it must concern itself with the full circle of the total life of the child and not restrict itself to particular segments. This is indeed interesting, and fully as consequential as interesting. Whether the school is to take the place of the parent, or to supplement the life of the home is indeed a weighty matter, a matter that gravely concerns not alone the school but the family life, on the integrity of which no less fundamentally than on the perfection of the school depends the future of progress and of civilization. At this point I am far from dogmatizing: I am rather calling for sober reflection and mature deliberation.

12. Recognition of the Religious Factor

At this vital point the typical American school-man has virtually confessed himself helpless, a victim of baffled thought. Here and there some glimmering of light has penetrated to the educational pathway only to be again obscured in the mists. Meanwhile who can aver that "the whole child goes to school" when the child is the innocent victim of a system of schooling that assiduously excludes the special factor that makes for the unfolding of the spiritual nature? Nevertheless, the picture of the New Education would not be complete if it did not reveal in the background the religious phase. Notable among recent indications is the essay contest for the prize of $1,000, conducted under the auspices of the National Educational Association, on "The Essential Place of Religion in Education with an Outline Plan for Introducing into the Public Schools." It is a matter for genuine felicitation that the decision of the judges awarded the prize to Professor Charles E. Rugh, of the University of California.

Spiritual existence is the essential meaning of human life. Because the object of life is growth, because the ground of his culture lies in his own nature, because he possesses the divine powers of the soul, man is a greater name than prince or king! I believe a future generation of educational leaders will view with amazement the dullness and slowness of heart exhibited by our generation in stolidly blinking this fundamental issue. Is it not the part of wisdom to recognize candidly the power and the peril of this phase of education and of life?

I have thus catalogued twelve items from the panorama of the New Education—one for each month of the calendar year. Like the separation into months, this division is more or less arbitrary. Doubtless other specific items will occur to many minds. I have not mentioned Dr. Montessori, nor Mrs. Stoner nor the Gary plan; I have said nothing of school credits for home work nor of special schools for exceptional children; nor of the marvelously growing even-

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ing schools; all these may perhaps be implied somewhere in the above catalogue.

My attempt to formulate this catalogue is confessedly presumptuous in view of the recent remarkable address of Chancellor E. E. Brown of Educational Progress for the Past Fifteen Years, which address is now available in the Educational Bi-Monthly. Chancellor Brown points out, in one compact paragraph each, fifteen salient features in recent educational progress. I have been tempted to reproduce these luminous paragraphs in their entirety, but shall content myself with endeavoring to suggest their content in one line each—which I have found no easy task. Retaining Dr. Brown's numbers, we thus have these salient features:

1. Education for all the people, of all ages and conditions.
2. Enormous lateral expansion of social educational activities.
3. Intelligent adaptation of school-room activity to the actual needs of real children.
4. Industrial foundations and vocational guidance.
5. "Social Service" as a distinct educational development.
6. A new statement of educational theory.
7. Application of exact measurement and statistical analysis.
8. The educational survey and more complete organization of public education.
9. Private beneficence for public education. (Numerous examples.)
10. Standardization (as by universities, the Carnegie Foundation, etc.)
11. Extraordinary increase in high school attendance.
12. Slow and uncertain advance in fine arts, morals and religion.
13. Professional training of teachers.
14. Education of distant and dependent peoples.
15. Advance of education into international development.

It remains to inquire whether it is not possible to reduce these dozen or more of prominent features of the New Education to somewhat lower terms. It should at least be possible to group the months of the calendar into the four seasons, even though for Southern California such grouping must be largely conventional and indistinct.

Chancellor Brown points out three "capital and overshadowing issues: namely (1) justice and good will among nations, (2) justice and good will among the different races of men, and (3) justice and good will as between the different classes of our industrial society. The goal of education, he declares, is "to prepare all men to live as co-operative human beings."

I do not conceive these great issues concerning fundamental justice and this ultimate goal of education to be the peculiar and exclusive expression of our own day. The important question now is, how do the contemporaneous tendencies in education relate themselves to the great issues? are they contributing toward the realization of the final goal? to what extent? Reduced to lowest terms, what is the quintessence of the New Education?

In seeking to answer in a word these difficult questions it is necessary first to have due regard for our educational past, which those who advocate some new thing are often all too ready to belittle. The ancients are still our teachers: old men are still wise for counsel.

Eliminating now all superfluities and incidental considerations, I have, somewhat arbitrarily, reduced the best I have seen in all the multifarious elements of the New Education to these four:

1. Such a lateral expansion of education as will ultimately make it universal.
2. A recognition that rightly viewed all education in vocational in the highest sense.
3. Testing all theory and practice by a scientific measurement of the fruits.
4. The universal implantation of the ideal of "social service."

And I venture to take one step further yet and declare that the whole problem of education is but one phase of the social problem, which is "the problem of the relations of men to one another. It is the problem (says Ellwood) of human living together and can not be confined to any statement of economic, eugenic or other one-sided terms."

This great problem of problems can be solved. The means are at hand. Upon us, to whom is committed the work of teaching the young, is bestowed the honor and laid the responsibility of having a leading part in this transcendent task. "Our goal," says Chancellor Brown, "is a society which shall seek after the best by seeking out the best in every man.

A true teacher is a lover of truth and the friend of man. To him it is given to educate men. "What a work, to give souls a consciousness of their wings!" To win men to truth is nobler than to capture an army; to unlock the soul is diviner than to discover a continent.

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SUMMARY OF PROCEEDINGS OF THE STATE BOARD OF EDUCATION

June 19th to 24th, 1916

The State Board of Education met at Sacramento during the week of June 19th, convening at noon on Monday and adjourning at noon on Saturday.

The meeting opened with six members present, Dr. Stone being absent in the East.

The date of the high school principals' convention was fixed for December 19th at the Mission Inn in Riverside.

The Superintendent of Public Instruction and the Commissioners were instructed to review the rules of certification, with a view to reducing the number of applicants.

The next meeting of the Board was fixed for Monday, August 21st, at Sacramento.

Commissioner Wood was instructed to prepare a manual and history on school law for the use of the California Normal students.

The salaries of the stenographers for the Commissioners, Miss Baldwin, Miss Telfer and Mrs. Burgess, were raised five dollars per month each, making $95, $90 and $85, respectively.

C. S. Pixley, chief clerk of the board, was granted an indefinite leave of absence for military service. P. C. Gaskill was appointed to fill his place at $150 per month.

A resolution was adopted, authorizing the University of California, the California School of Mechanical Arts, the Lux School of Industrial Training and the Throop College of Technology to certify to the preparation for candidates for special certificates.

A bill of $78 was paid for assistance in con-

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ducting the State High School Credential Examination.

The board adopted a resolution modifying the adopted list of high school textbooks by omitting from the list all books which have not been adopted by at least five high schools, and, also, all laboratory manuals, history notebooks and classics.

Recommendations for health and development certificates were granted to six applicants.

Fifty-three high school credentials were granted; eight were postponed and twenty-five were denied.

Three hundred and ninety State life diplomas were granted.

Three hundred and twenty-three credentials in special subjects were granted, unconditionally.

One hundred and eight credentials in special subjects were granted provisionally.

Three cases in special subjects were postponed and sixteen cases were denied.

The final form of the rules governing State Normal Schools was adopted.

The secretary was instructed to draw a warrant on the textbook fund for $1000 in favor of LeRoy Armstrong and $500 in favor of P. F. Valentine, as payment for manuscripts in the Sixth Reader and California History, respectively.

Action on the textbook in Civics was postponed.

A resolution was adopted ordering the uniform use of the list of State series textbooks for the coming year and fixing the prices of the same.

A resolution was adopted providing for each of the three Commissioners to spend a week during each month at the Los Angeles headquarters of the Board.

A committee of three was appointed to investigate rural school architecture.

The Board amended regulations governing certification of teachers of special subjects. The amendment provides that the holder of an elementary special certificate, issued upon a State Board of Credentials, shall be entitled to teach the special subject or subjects enumerated therein in the ninth grade of any intermediate school.

The courses of study of the several high schools of the State were approved for the year 1915-16, in accordance with Section 1750 of the Political Code.

Resolutions were adopted, endorsing the action of the Board of Regents of the University of California, establishing a School of Education and authorizing the granting of the degree graduate in education under the direction of Dean Lange, and urging that advanced courses in educational psychology, vocational education and elementary education be established.

Retirement Board Business

Sitting as the Retirement Salary Fund Board, the Board took the following actions:

After discussion of the financial aspects of the retirement salary funds, it was ordered that the finance committee, consisting of Dr. Stone, Mr. Harris, President Clarke and Mr. Whitmore, make an investigation of the changes necessary to be made and report to the Board at a later meeting.

A resolution was adopted, requiring applications for retirement to be on file in the office thirty days before action.

A resolution was adopted, calling upon all officers of the Board to begin a campaign to urge all teachers in the State, looking toward retirement, to send in at once their teachers' histories, so that they may be placed on file and so that adequate information may be obtained for the future management of the fund and the changes necessary to be made in the retirement salary law.

The salaries of Miss Hays and Miss Ketcham, clerks in the retirement salary department, were advanced $5 per month each.

A resolution was adopted, adding 39 names to the teachers' retirement salary fund record at $500 per year.

A resolution was adopted adding the names of 14 persons to the retirement salary fund record for disability, for salaries ranging from $316 up to $500 per year.

The secretary was instructed to pay the claims for the current quarter against the Retirement Salary Fund, the total amounting to more than $40,000.

A resolution was adopted, requiring all annuitants to file cards containing their signatures with the Retirement Board, and requiring all warrants for retirement salaries to be endorsed by the payees in the presence of witnesses.

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Isaac Pitman Shorthand Wins Sweeping Victory Over Gregg
In New York City School Championship

Nothing could be more convincing as to the superiority of the Isaac Pitman Shorthand than the outcome of the New York Metropolitan Shorthand Contest, held on January 29, 1916. This contest is open to writers of all systems of shorthand in the day and evening high schools of New York City and vicinity. The results follow:

DAY SCHOOL CONTEST (Partial List)

	System	Gross Words Per Minute.	Net Words Per Minute.
Emil K. Ellis, Commercial	Isaac Pitman	120	118.8
Lillian Doris, Bay Ridge	Isaac Pitman	120	116.8
Violet D. Carabba, Bay Ridge	Isaac Pitman	120	114.4
William S. Rosenberg, Commerce	Gregg	100	98.5
Samuel J. Abelow, Commercial	Isaac Pitman	100	98.4
Jack Ellis, Commercial	Isaac Pitman	100	97.2
Eugene Rosenstrauch, Commercial	Isaac Pitman	100	96
Hector J. Battaglia, Commercial	Isaac Pitman	100	95.6
Saul Denofsky, Commerce	Gregg	80	78.8

EVENING SCHOOL CONTEST (Complete List)

Solomon Powsner, Harlem Evening High	Isaac Pitman	140	138.6
Emanuel Morris, Harlem Evening High	Isaac Pitman	140	136.6
David Gottlieb, Harlem Evening High	Isaac Pitman	100	97.8
Abraham Broadwin, Harlem Evening High	Isaac Pitman	100	96.4
Emanuel Newman, N. Y. Evening High	Gregg	100	96.
Moses Rubenstein, N. Y. Evening High	Gregg	80	77.8
Moe Goldberg, N. Y. Evening High	Gregg	80	77.77

AMATEUR CONTEST (Complete List)

Albert E. Marks, Commerce	Isaac Pitman	200	190.6
Thomas Kurtz, Wood's, Brooklyn	Isaac Pitman	140	134.4
Joseph V. Gelder, Harlem Evening	Isaac Pitman	120	119.2
Rose Feldman, Eastern District	Isaac Pitman	120	117.8

RESULTS BY TEAMS

Commercial High School Team

	Gross Words Per Minute.	Net Words Per Minute.	Points.
Emil Ellis	120	99.00	118.8
Samuel J. Abelow	100	94.4	98.4
Jack Ellis	100	97.2	97.2
Eugene Rosenstrauch	100	96.00	96.0
Hector J. Battaglia	100	95.6	95.6
Total Points Isaac Pitman			506.0

High School of Commerce Team

Wm. S. Rosenberg	100	98.5	98.5
Saul Denofsky	80	98.5	78.8
Percy J. Manning	80	97.75	78.2
Harold Henigson	80	97.50	78.0
Daniel Friedman	80	97.25	77.8
Total Points Gregg			411.3

The ultimate test of the value of any system of shorthand lies in the results achieved by its practitioners. Judged by the above tests, Pitman's Shorthand holds a position absolutely unapproached by any other system, and nowhere is its superiority more marked than over the light-line joined vowel method based on the Duploye French System, the chief of which are Gregg and Sloan-Duployan. With these systems, owing to the necessity for vowel representation, a speed of more than 80 or a 100 words a minute is very difficult, indeed, of attainment. It can only be achieved by dint of a prodigious amount of speed practice continued over a lengthy period, and then only by a comparatively few specially gifted students. With Pitman's Shorthand, any average student can attain a speed of from 100 to 150 words a minute, while the specially gifted writers are capable of 200 words a minute and upwards. There is no paucity of stenographic material in Isaac Pitman's Shorthand. It has a wealth of abbreviated devices and high speed expedients unknown to light-line methods, and this is the reason why, in speed competitions open to all systems at rates of 100 words a minute and upwards, Isaac Pitman's Shorthand continues to score such sweeping successes over its competitors.

A complete Report of the above Contest will be sent upon request, also particulars of a Free Correspondence Course for Teachers.

BEST BOOKS ON SPANISH

Pitman's Commercial Spanish Grammar. 249 p., cloth, $1.00. By C. A. Toledano. Spanish Grammar on Normal Lines. Adopted by Eric (Pa.) High School, New Rochelle (N. Y.) High School.

Hugo's Simplified Spanish. An Easy and Rapid Way of Learning Spanish. Cloth, $1.20. Adopted by University of Pittsburg (Pa.), Rochester (N. Y.) High School, Seattle (Wash.) High School.

Spanish Business Interviews. 96 pp., cloth, 50c. Adopted by San Francisco Board of Education.

Pitman's Commercial Correspondence in Spanish. 267 pp., $1.00. Adopted by High School Commerce (New York).

Spanish Commercial Reader. 170 pp., cloth, $1.00. Adopted by Cornell University, Agricultural and Mechanical College of Texas.

English-Spanish and Spanish-English Commercial Dictionary. Cloth, gilt, 660 pp., $1.50. By G. R. Macdonald. A complete work of reference for students and teachers.

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WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, JULY, 1916 No. ~~10~~ 7

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.
Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.
Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.
Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.
California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.
California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.
California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.
State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Chico Summer School

More summer schools this year by far than ever before in the history of the state. I went to the opening morning at the Chico State Normal School on June 19th. 'Twas the first summer session this school ever had. There were one hundred and seventy enrolled, half of them teachers drawn in from the field and the other half young teachers from the normal school itself.

Chico is certainly the finest place in the whole state for trees. There is some depth to the soil, some quality of the climate, that makes trees of all kinds take root and grow abundantly, stretch out a length of limb, a height of trunk and a luxuriance of foliage that I don't see anywhere else. The most remarkable examples are found on the Bidwell grounds, where General Bidwell, fifty years ago planted out groves and avenues and orchards with walnuts and chestnuts and locusts and cherries that are now grown into splendid specimens, their branches like great trees as judged by usual standards. There is a huge English walnut tree by the house that is more than a hundred feet across its circle of foliage. It is near Chico too, that the Hooker Oak stands—a great natural tree, the largest of its kind.

This luxuriant growth of trees gives coolness and beauty to the whole town. The summer school is environed especially in trees, for it stands on a part of the Bidwell estate and is so densely wooded that the problem is how to keep it thinned out, how to find room for the buildings and play spaces that a normal school needs. Bordering it are the steep banks of Little Chico Creek, a splendid stream of crystal-clear water that gushes from the mountains not far away. Fortunate normal school, that so easily acquired this principality of trees! Happy summer school, whose lines are cast in cool and pleasant places, amid the pillar-like boles of great trees and under the shade of their millions of fluttering leaves.

Highest Up School.

I have spoken in this column of the lowest down school on earth, which is located in Riverside County, on what was the Colorado desert, some 300 feet below sea level.

The highest-up summer normal school is certainly the one that is being conducted by the Fresno State Normal School, at Huntington Lake. It is in the heart of the High Sierras, seventy miles east of the city of Fresno, at a height of seven thousand feet above the level of the sea. It can be reached in six hours by an automobile and a driver who fears neither man nor God. Or, the more conservative can reach it by railroad to El Prado, thence by Shay locomotive to Cascada, thence by automobile the last upward pitch, 2,500 feet in four and one-half miles. Then the passenger finds his breathing apparatus deranged, and the auto driver must adjust his carburetor and the cook has difficulty in boiling beans. The whole region is in the Sierra National Forest, presided over by rangers.

Location of the School.

The summer normal school has leased five acres of the tangled forest land on the top of a gentle hill, and has moved up a quantity of the lumber from the dismantled shacks of the parent school at Fresno. It has built a good-sized auditorium and cafeteria and a dozen cottages for offices and faculty. Mr. Edwards has built a tent-city down below on the flanks of the hill, where the students are housed. There is a social hall and a store close by. The students all eat at the cafeteria, which is run by Mrs. Taft, the domestic science teacher.

Thus the normal school has a permanent plant for its summer school, away in the cool fastness of the Sierras, yet only half a day off. 'Tis certainly an ideal plan for combining work and play—a vacation and some useful work. The school started in the virgin forest, with a capital of only $1,200. The members of the faculty began work on their buildings in the snow. Even yet they are clearing the forest up, and are burning the debris of the pines on their nightly camp fires.

Outdoor Class Work.

There are ten members of the faculty, who were working under the leadership of the Vice-President, W. B. Givens, President McLane being in Fresno looking after the new building there. A good deal of the class work is done outdoors, in little hollows round about among the pines. In one of them I heard Miss Hamilton with the training class unfolding secrets in the teaching of phonics; in another Professor Phelps, tall and statuesque among the tree trunks, was holding forth upon the laws of pedagogics; in still another, the play of Macbeth was going enthusiastically on, interpreted by Mrs. Miller.

A TEACHER

By Robt. Underwood Johnson

This original poem, "Inscribed to the Beautiful Memory of One Who Gave Her Life for Her Work," read by the author at the meeting of the National Education Association convention in New York, may well be considered as a tribute to the teaching profession.

Go, praise the Hero, ye who may;
I sing the Teacher—one for whom
The morrow was but mere today—
Whose fainting labor showed the way
To pluck one's gladness from his doom.

The leisure others gave to joy
She gave to toil; to fill the day
With wine of wisdom her employ.
She, once as merry as a boy,
Had long forgotten how to play.

I see her, when the scurrying band
Have left her, weary and alone,
Her pale cheek pillowd on her hand,
Watching the wistful evening land
Without repining, tear, or moan.

Mayhap her spirit, never sad,
(Ah, what a challenge memory stirs!)
Demanded why grim fate forbade
Her motherhood, who gave each lad
The love she might have given hers.

She dwelt within a life-long dream
Of seeing lands of far romance—
Of loitering by Arne's stream,
Of catching Athens' sunset gleam
That can alone its fame enhance.

Still, an uncloistered nun she went,
With naught more fretful than a sigh,
And in her happy task she spent
Her sweetness, like some rose's scent
In sacred treasury laid by.

Her pure devotion did not gauge
Her service by her daily need;
And not her scanty, grudging wage,
Her spectre of forsaken Age,
Could take the beauty from her creed.

She faced her calling as it stood—
Incessant, onerous, obscure;
Content if she but sometimes could
Be silent partner with the Good
Whose victory was to her so sure.

She knew that all who reach the height
The path of sympathy have trod;
And pondered, many a wakeful night,
How she could aid with gentle might
The unseen miracles of God.

What though she might not wait the fruit?
What though she went before the flower?
She gave the timbre to the lute,
And in the voice that else were mute
Divined the rare, supernal power.

Of all she lent her strength, a few
Shall wear her name as amulet.
How many more who struggle through,
Remembering not to whom 'tis due,
Shall still keep memory of the debt!

* * * * * *

Oh, could we know of life the whole
Hid record, what an envied place
Were yours upon the honor scroll,
Ye faithful sentries of the soul,
Ye childless mothers of the race!

Really, it seemed to me that the cold, clear, mountain air, the newness and roughness of the surroundings, the tonic effect of the great elevation, the continual exercise and the increased appetites, all conspired to give greater zest and snap to the work than could have been done under any other circumstances. There were one hundred and fifty people there. Strange to say, they were not all from Fresno, nor even chiefly from Fresno, but from all parts of the State.

The Reason for It.

The reason that it is so easy to penetrate the high Sierras for such a distance and to such a height is that a great electric power company has blazed the way and built the road. The Pacific Electric Company has dammed the head waters of Big Creek, one of the tributaries of the San Joaquin river, and has created Huntington Lake, seven miles long and seven thousand feet high. Its water is let down a huge pipe to Cascada, 2,100 feet, where four great turbines gather its power; then it enters a tunnel nine feet in diameter and is carried through the solid granite for five miles further, where it takes another drop to the bed of the stream, 1,900 feet, to give up more power to more turbines. Then it goes further down for a 1,500 feet drop, and still further for one of 600 feet. The power thus generated is all carried away 280 miles, on six great aluminum cables, to Los Angeles, where it runs all the street cars of that city and all the wonderful complex of interurban lines that gridiron the country for fifty miles around it.

Badly and Briefly

Thus badly and briefly I state a wonderful, stupendous fact. A stream of falling water, high in the mountains of Fresno, gives up vast stores of power, to turn the wheels and do the labor of half a million people, in distant Los Angeles—and the stream goes on toward the sea, as big and as pure and as able to bless as before! Wondrous necromancy! Aladdin and his lamp are backed off the stage!

The glistening cables absorbed the world's output of aluminum for a year. A wagon road was made to carry up materials for the dams—it would take ten years to haul it with mules and wagons. A railroad was therefore built—in four months! The cost of the whole work has been fourteen million dollars!

And mark this. The whole of the stupendous work was done under the Forest Laws. The company does not own its rights in perpetuity, but for a long term of years. This fearful hold over the prosperity and the very life of the people of the future reverts to the people of the future in time.

Humane Education

Often somebody complains that humane education is hard to teach without a textbook. I ran across a very complete and particular one a few days ago, by Mrs. Flora Krause of Chicago. It is about 300 pages in length and contains a great amount of humane material classified and arranged into months, grades and subjects. It is approached from the standpoint of art, nature and literature, and each of these topics are touched in each half grade. There is also a chapter of material for high schools.

Retirement Salary

The Retirement Salary Fund Board has instructed its officers to call in all the teachers' histories—that is, to ask all teachers now working and paying toward the Retirement Fund, to complete their proofs of past experience and pass them in to the Retirement Board, at once, to be placed on file with the retirement records. The reason for this action is that the information is necessary in order to figure on the financial aspects of the Retirement Salary Law in preparation for the next session of the Legislature.

Egg Laying Contest

Professor Charles J. Booth, teacher of agriculture in the Chaffey Union High School of Ontario and Upland, San Bernardino County, writes as follows:

"On May 20, 1915, we begun what has come to be known as the Chaffey Egg Laying Contest. This contest was participated in by eighteen poultry raisers of the community, each of whom entered five hens for a period of one year. These hens were under the supervision of the Department of Agriculture of the High School, and all details, as to feeding, housing, records, etc., were taken care of by this department.

"The contest was unique in several respects. In the first place, it is the first contest anywhere in the world, so far as the writer can ascertain, to be conducted under the auspices of a high school. Again, the birds entered represented, almost without exception, the average of the flocks of the community. There had been no trapnesting done in advance in order to pick the best birds—in fact, the entire matter was arranged on such short notice that it would not have been practicable to trapnest for a sufficient length of time for the records to have been of any value in selecting birds to be entered. The people of Ontario and Upland have watched the reports of the contest from month to month, and are already familiar with the fact that some of the pens entered in this contest have made records that are altogether remarkable. They not only compare favorably with the records made at the contests in Connecticut and Missouri—the leading pen leads by 63 eggs the highest record made at Mountain Grove, Mo., last year.

"To D. A. Smith goes the honors of owning the champions. This pen produced a total of 1,113 eggs during the contest. There were only three days during the year that this pen had a record of no eggs. The pen is a cross between Rhode Island Reds and Brown Leghorns; and there has been some objection to it on this account. The main point we are working on, however, is the egg laying.

"The Department of Agriculture of the Chaffey Union High School has on file the daily records of all of the pens during the year since the contest began, and anyone who may be interested is most cordially invited to visit the High School and inspect these records. If there be any unable to call personally, a request by mail will receive the most careful attention. The contest was carried on for the benefit of the community, and it is the desire of those in charge that the facts brought out shall be of the utmost value possible to the public."

The School Teachers' Page

Eliza D. Keith

What's the Matter With the Teaching of History?

In its report to the National Education Association, the Committee of Eight on the Study of History in the Elementary Schools, appointed by the American Historical Society, said, "Our history teaching in the past has failed largely because it has not been picturesque enough."

The committee also outlined a method by which the lacking element could be supplied. Among the suggestions occurred the following:

"Only typical events should receive emphasis, and these should be so grasped and so presented as to make definite impression."

Emphasis was also laid on "the giving of a sense of reality and appealing to the feelings," by "reading source material like letters, journals, diaries, and other personal accounts from the pens of men and women who took part in the events they narrate or witnessed the scenes they portray." The sources must be interpreted in such a manner as to give human interest to facts that otherwise would seem remote and colorless to the child mind.

Real Stories From Our History

A book dealing with the romance and adventure in authentic records of the development of the United States, by John T. Faris, and published by Ginn and Company, is full of historical vitality. The facts have been drawn from original sources. The effort has been made to give vivid pictures of the life of the colonists, to tell stories of the pioneers, and to suggest stages in the development of the country by describing the changing means of transportation and communication. Such a book will be especially valuable when read in connection with our present method of teaching the geography of the United States as a whole.

A Wide Range of Topics

A glance at the table of contents will disclose the wide range covered, the choice of topics. Of particular interest are the chapters: "Going to School in Old New England," "The Beginnings of a Great City," "The Oldest Library in America," "When Louisiana Was Bought From France," "On An Old Stage Road," "When the Canal Was In Its Glory," "The Great National Road," "The Pony Express," "The Forgotten Camel Corps," "The First Transcontinental Railroad."

The book is profusely and illuminately illustrated, and costs but sixty cents.

I wish I could place a copy of "Real Stories From Our History" in the hand of every boy and girl in our public schools.

The Teaching of English Under Certain Conditions

Many large cities in America present such conditions that the teaching of English in the public schools becomes virtually the teaching of a foreign language.

Bernard M. Sheridan, school superintendent of the manufacturing town of Laurence, Mass., has, from the beginning of his

career as an educator, emphasized the study of the English language, regarding it as the most important subject in the course of study, both for the children of American parentage and for those from homes where a word of English is seldom or ever heard.

Mr. Sheridan says that the language needs, both of the native born and those of immediate foreign descent, are about the same, requiring only a little adjustment to meet specific conditions here and there.

Unceasing drill is the keynote of the Sheridan method, in order to prove and to carry out his theory that good English is mastered by practice—not by rule.

If children are made to repeat "he doesn't," "he doesn't," "he doesn't," aloud, alone, or in concert, just as many times as possible in five minutes, the correct form will finally begin to sound right.

Here is where Thompson's Minimum Essentials will make easy the drill work.

It is also maintained that it is much more important for the elementary school to give pupils ability to talk well than to write well.

People talk more than they write. Speech in its most condensed form is the order of the age. We have no time for many syllabled words when an abbreviation or a contraction is possible. As illustration, witness our use of the word "phone," instead of its fuller form, "telephone."

What Marks the Speech of Grammar School Graduates?

Indistinct utterance, poor sentence structure, grammatical mistakes, a poverty of words, want of fluency, of coherence of thought, the incorrect use, or the fatal absence of the commonest marks of punctuation, and "the lack of power to organize and arrange ideas around a central thought."

Make Strong the Habit Of Good Language

Mr. Sheridan holds that the effort must be to make the habit of good language so strong that it will point the way for others, instead of being allowed to droop and wither away under the blighting influence of colloquial bad grammar.

Brewer's Oral English

How shall this training be given? The answer may be found in a book just from the press of Ginn and Company, by John M. Brewer, formerly teacher in the High and Intermediate Schools of Los Angeles. It is called "Oral English."

In the most practical way this new text book leads students to interest themselves in improving the talking they must constantly do at home, in business, and in the work of the school.

Today the demand is for direct, effective speaking, without unnecessary adornment. Immediate utility and vocational needs call for the viewpoint of the modern, active man or woman of the world, who must talk a good deal, and with business-like simplicity and brevity.

For this reason I have always held that the man or the woman who enters the teaching profession after some business experience should make a more direct and practical teacher than one whose whole life has been spent in the schoolroom either as pupil or teacher.

Among the topics considered in "Oral English" are "How To Make and How To Do," "Argument For Beginners," "Improving the Vocabulary," "Narrative Descriptions," "Simple Business Talks," "Explanations," "Good Use of the Voice," "Speeches For Special Occasions," "Argumentation," "Parliamentary Law."

Brewer's "Oral English" will be a most valuable assistant in the higher grammar grades.

There's a Difference

Some eastern cities have been working under an organized effort to eleminate the long summer vacation. The points urged against a prolonged period of escape from school, from all work, against the prolonged period of idleness, are chiefly waste of time and street loafing and the hot weather.

The children liked the summer session because the schoolroom was cooler than either street, or home, and because it gave the serious-minded a chance to gain advance in their grade. Parents favored the no-vacation plan as it gave more schooling in a given space of time.

Should this subject ever come to serious discussion in California, it should be borne in mind that here the summer vacations are much shorter than in the East, and that the factor of prostrating heat in cities does not enter into the question at all.

As for the supposed advantages of cutting shorter the entire time that a child gives to his schooling, that is another proposition.

One of the most difficult situations the teacher must meet is the

Desire of Parents To Force Their Children Through

their schooling in the shortest space of time, for the sake of making the child self-supporting at the earliest period allowed by law. That the child may lack the mental or the physical preparedness for so rapid an advance cuts no figure at all in the parents' calculation. How often has a teacher heard a parent exclaim, "He must be out of school by the time he is fourteen, because there is a job waiting for him!" And so the forcing process goes on.

Too long have teachers been told that each and every child could do the work specified for the grade if he receive the proper instruction, or if the backward pupils were given extra attention from the teacher. Under this conviction many an earnest, conscientious teacher has labored early and late with her unsatisfactory children, giving them extra time and instruction after school, has visited the parents, urged more study at home, and has worried herself into a nervous breakdown, because she could not bring the entire class to a high and uniform standard of excellence. Indeed, we teachers should be grateful for the more enlightened and encouraging conditions which prevail today.

The Latest Form Of Scientific Investigation

into the mental state of the child discloses at the start that there are many children particularly deficient in mental ability, and that it is a form of mental cruelty to such a child to seek to compell him to the performance of tasks, or to take the training possible and proper for a mentally well-endowed, normal child. Such deficient children require special training in the line of such ability as they do manifest, generally for some form of manual training. They should have it. In the near future they will receive it; and, best of all, it will begin in the early grades of the primary school and be carried through every grade.

Special Cases

There are many children who never are really promoted from grade to grade. They are actually dragged through the primary school as it were by sheer force. Some of these children have decided ability in the manual arts. They excel in sewing, amateur dressmaking or millinery, in carpentering, gardening, in the use of tools, or at the kitchen stove, but they have not and never will have sufficient mental ability to maintain themselves with the requisite scholarship in a grammar grade or in an intermediate school where the industrial arts are taught.

But it is encouraging that, under the present instructions, "be liberal in promotions," it is possible to send on every child who can probably do the work of the next grade. And yet, under these generous conditions, the primary teacher may be compelled to send to a higher grade children in no wise fit to advance, yet who have spent more than one term in the grade, or whose size or age make them impossible any longer as pupils among the younger ones with bright, normal minds.

Because of the lack of general mental ability many a child really gifted in other respects will fail in the grammar grades and drop out of school. This is what is called "educational mortality," but it is really caused by the lack of proper manual instruction in the lower grades. When will this condition be remedied?

When the public schools are more liberally supported, when the community awakens to a sense of its responsibility to each individual child.

Then the child will not be a failure; then the teacher will be able to do her best for each child and not be tortured, as she has been too often in the past, by a fearful apprehension that she is to be judged and condemned as a teacher because "she did not get results." What results?

Each child must be trained along the line of his natural ability. Hasten the day when manual training and domestic science can be taught in the primary schools!

THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

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Southern California Section

Under Direction of
HERBERT F. CLARK
Los Angeles Office
443 Wesley Roberts Bldg., Third and Main Sts.

DEPARTMENT CONTRIBUTORS
Editorial .....Herbert F. Clark
Ten Minutes for Recess.....Lane Doyle

Editorial

Editorial Space Given to Book Review

We have no apology to make for setting aside for this issue our editorial comments on educational questions, and substituting therefor a critical book review prepared a short time ago for the department of sociology in the University of Southern California. We, as school people, need to do a good deal of browsing in other fields of human service. It is gratifying in a way to see the responsibility other workers place upon our shoulders. The public school system still seems to be the bulwark of the nation, the hope of future generations. It is natural for a sociologist whose specialty is the labor problem to expect the public school system to help her in solving it. At the same time we must remember that a higher purpose of education than training workers to handle machines is to make of them preachers, teachers, business men and women, eminent and powerful social service workers, such as our worthy Frances Kellor is. The chief function of education is not to shape children to fit into any special limiting sphere of action, but to give them an adaptability to meet the ever-changing present and the constantly enlarging new conditions, and furthermore, to fit them to rise above any condition that may arise and so control it, and reshape it to the end that it shall contribute to that person's as well as to his fellowmen's well being.

We, as school people, must keep this independent attitude of mind. We have no way of knowing what the result of our work will be. We have before us growing throbbing children, and we need to keep them in a thriving, happy attitude, and trust very largely to future conditions and opportunities to determine their final life activities.

Frances Kellor has given us some extremely important social conditions about which we, as school people, need seriously to concern ourselves. If the following review seems a trifle long and tedious, we would call especial attention to the closing paragraph—a criticism on her notions concerning education for industrial pursuits:

* * *

FRANCES KELLOR'S OUT OF WORK
A Review and Criticism.
Herbert F. Clark, U. S. C., '16.

1. Preparatory Statement.

One cannot read this latest product of Frances Kellor's pen without coming to a fuller comprehension of the tremendous problem the factor unemployment makes in the economic and social life of America today. One comes through a careful review of it with considerable tendency toward pessimism. All down through the history of economics there is much said about labor, wages and capital and the tacit assumption seems to be that there always has been laborers enough to do the work, seldom if ever an excess, and the only problem has been to so distribute capital in the shape of wages in such a way that each laborer will receive a just share. The question has been what shall regulate wages, who shall pay them and on what basis and how much shall each person get, with very little thought as to who shall furnish the opportunity to labor, who will furnish the laborers, and what shall be done with the excess. In other words, the question of employment and non-employment seems to have played little part so far in economic discussions. It may be argued that in essence employment is a social problem, but certainly the State should practice economy with its constituent parts as well as with the wants of those parts.

A book such as Frances Kellor puts forth here will do much toward employment with its co-ordinate term non-employment important economic factors. In her preface Miss Kellor says:

"I hope this presentation may serve in some way to bring about a co-ordination of the work now being done, to stimulate new activities, and to focus attention upon unemployment as a national problem, looking toward the adoption of a governmental policy."

An indication of the contents of the book together with some criticisms and conclusions will form the subject of this paper.

The latest edition published in the early part of 1915 is a revision of an earlier one issuing in 1904. A decade had passed, war had broken out in Europe and tremendous social and economic changes had taken place. The supreme question with Miss Kellor was: Has employment and non-employment received their just attention? What her conclusions were can best be found in the discussions which she gives.

II. Contents of the Book.

Her initiatory problem as stated in chapter one is to indicate the importance of unemployment as an industrial factor in America. She says that there is still a persistent belief that there is work for all the deserving, yet recent manifestations in different parts of the country clearly indicate that quite the contrary is actually the case. She regrets exceedingly the lack of surveys or facilities to determine the amount of unemployment and calls attention to some capable people seeking work. She makes a distinction between employables and unemployables and calls attention to the fact that the second class is more a problem for relief agencies than for those providing employment. It is extremely interesting to one way out here on the Pacific Coast to read her statement concerning the influence of the European war upon employment in America scarcely six months from its beginning. If her observations were correct then, what must be the effect after two years of that barbarous struggle. She says: "The European war has intensified very greatly the problem of unemployment, has increased its range of variation, and is testing to the utmost America's capacity for readjustment. The lack of raw materials, the stopping of exports, the falling off of shipping trade have challenged American industry in many directions." Her conclusion on this point, however, is not altogether discouraging for she says: "For the first time there is a general tendency among municipalities to provide public works. Everywhere relief agencies are combining." In her summary at the close of the chapter—a characteristic feature of the book—she again calls attention to the unemployment as a problem, the woeful lack of data on which to base remedial measures and the further necessity at the present time for making definite beginnings.

Unemployment among women holds our attention in chapter two. She gives instances enough, pathetic enough surely, to convince the most skeptical that herein lies the real danger to our future stability as a nation. Wholesome care of the female among livestock has always been a truism among farmers, yet Miss Kellor's observations show her that America lets her women, the mothers of her citizens live under conditions that would be under the ban of societies for the prevention of cruelty to animals, if carried into that realm. Woman's centuries of subserviency have seriously ill-fitted her for the struggle for existence that obtains in our large cities under modern, complex conditions. Poor, puny girls, half clothed and half starved, can scarcely be expected to produce future statesmen. "In volume," she says, "unemployment among women is less serious than among men. In effect it is more serious and its increase carries with it social and economic dangers." It, she maintains, bears a close relation to prostitution with all the evils that lurk along that pathway of life.

Children and the labor market is the next subject under consideration. Two movements in this country, she maintains, have been concerned with children in industry, viz:—an Anti-child Labor movement and various agitations for industrial training and vocational guidance. The success of either, she says, hinges upon the minimum age at which children may enter industry without detriment to themselves or to industry. The characteristics of child labor are (a) low wages, (b) long hours, and (c) a lack of opportunity for advancement. They provide cheap machine labor for large factories, flood the market with unskilled labor and for the nucleus of the unemployed and unemployables of the next generation. She spends considerable space in giving figures and drawing conclusions concerning our modern school system, laying considerable blame upon our present institution, the public school system, for many of the evils attending child labor and the labor market. She challenges the public school to rise to its opportunity and responsibility by providing industrial education and vocational guidance. She pays high compliment to the Gary School System, but draws certain conclusions therefrom scarcely in accord with recent surveys and educational investigations. She concludes this chapter by this statement: "The training and placement of child workers, therefore belong respectively to the public school system and the public agency, the two constituting a governmental responsibility." To this

statement we take exception as a general proposition but reserve the discussion thereof to our general criticism of the book, the concluding paragraph of this paper.

Immigration and unemployment form the subject of an interesting chapter. A good many Americans, she maintains, are ready to ascribe all our social ills to the immigrant within our land. There is no doubt that he adds to our liabilities but he also adds to our assets. "To the immigrant as an element of confusion," she says, "we have given of apprehensive attention; to him as a contribution, we have given very little thought beyond recognizing his capacity for hard labor." We have been insistent that he build our subways and aqueducts, work our mills and mines and foundries but we have neglected to take stock of him as a storehouse of energy, a man with spiritual capacities, with a large traditional fund of art and literature. The chief concern of the immigrant is to find a job and it should be our concern to find the job suited to his peculiar capacities and training. The present haphazard method of letting him drift with the tide, letting him land in whatever niche prevents his washing out to sea, is anything but productive of assimilable relationships. Most Americans, she says, see the problem merely as one of restriction or non-restriction but do not see it as one of vast moment in the future life of this nation. There is great waste resulting from failure to direct immigrants into industry. She takes serious exceptions to the contention that immigrant labor displaces American, and challenges the contenders to show the data therefor. Here again is a significant lack of proper information upon which to draw a helpful conclusion. She calls attention to the dreadful conditions in labor camps, the grafting system of the padrone and the effect morally and physically upon the impressionable foreigner. No wonder they join strike hordes; no wonder they flock to the I. W. W. and are willing to risk life in the attempt to break their American-made fetters. The two immediate problems before America, she maintains, are to organize the labor market in order to increase the mobility of labor and decrease mal-adjustment, and to regularize industry in order to lessen casual labor and to meet the evils of seasonable employment. The immigrant increases the difficulties of both. A good sharp warning to America is contained in the following words, if they really represent the situation which we have no reason to doubt, nor investigations upon which to base a refutation. "It is clear," she says in her concluding summary, "however, that recent immigrants are more and more segregated in colonies, that secular schools are increasing faster than public schools, that foreign customs and habits and traditions are being preserved rather than blended with American ideals and concepts." Herein may lie the explanation of the American insistency of the hyphen in distinguishing our foreign-American population.

Chapters five to ten, inclusive, attempt to show how America markets its labor. In general it may be said that this is done through general labor agencies; domestic service and intelligence offices; the marketing of skilled labor through trade-union agencies; agencies of employers' associations; agencies maintained by separate industries, private professional agencies; teachers' agencies and the like. There are being carried on numerous philanthropic and civic experiments in which an attempt is made to place deserving working people.

A two-fold nature of the problem as evolved out of the foregoing discussion is seen to be—"The need to conserve labor power by preserving waste of health, money, time, efficiency, skill and integrity of workers; and secondly, the need to increase work and thus permit the profitable expenditure of this working power." In this clear elucidation of the primal needs underlying employment lie beginnings of a science of labor. It cannot be denied that both these needs belong to the social group as a whole and when acknowledged forces one to the conclusion that the state must not only provide labor for its constituent parts, but also must conserve that labor to the advantage of the individuals and thus to the advantage of the social group as a whole. This would necessitate some form of state socialism. Miss Kellor immediately weakens her premises, it seems to me, by saying that to supply the first need is the providence of the labor agency; to supply the second is the province of the employer, whether it be the individual, the state, or the corporation. Then she says the man with reserve in the form of capital, must, under our prevailing industrial system, create the work. If she would change the word must to does, her statement would be more nearly correct. Then if an employer cannot create work how can he increase it, and where does a labor agency, "under our prevailing industrial system," "conserve labor, prevent waste of health, money, etc.?"

In an organized social group the functions of the component parts are only those as given it by the larger whole, and so far, in our national life at least, labor agencies have not been recognized as component parts. So from this point of view on the unemployment problem, it is as Miss Kellor says, the whole plan of distributing labor in the United States is in an unorganized, inefficient, wasteful condition. "The present need is for greater uniformity in the powers and scope of city bureaus, and an adequate federal policy to secure and maintain the necessary connections among them."

Unemployment Insurance forms the subject of an extremely interesting chapter. The need is clearly stated and the basis on which experiments have been tried are discussed. Attention is called to the various systems in operation in European countries. There is danger here also, of encouraging parasitism in indolent people, and whatever plans are adopted should be more as a relief measure than any permanent income. "It is obvious," Miss Kellor says, "that reinstatement in work is the only service to the unemployed."

The concluding discussion, a program for America is the most constructive part of the book. Miss Kellor frankly acknowledges that "there is no panacea for unemployment, no one sure method for its elimination or prevention, no one prophet who has said the last word on the subject." Her plan involves the recognition of seven clearly defined fundamental principles which she states in substance as follows:

(1) Involuntary employment due to no other cause than lack of work is a problem of industry. All other employment primarily the problem of charity.

(2) Unemployment is not seasonal and should be treated as a constantly present problem.

(3) Security is second only to opportunity to work and women should have this as well as men.

(4) Discrimination against alien workmen should be made in the exclusion laws and not in local ordinances and statutes.

(5) The maintenance of a government organized labor market.

(6) The unit for local distribution of labor is the city; for general distribution, the nation; and for rural communities, the agricultural department of the state and nation.

(7) A clear recognition of the fact that the organization of the labor market does not increase the total amount of work.

There needs to be gathered together a fund of information concerning the status of the unemployed in each locality so that whatever action necessary is taken with due diligence. An organization of the labor market national in scope would involve:

(1) The establishment of a Federal Employment Bureau.

(2) The extension of the Federal Division of Information.

(3) The establishment in the Federal Bureau of Education a teachers' agency.

(4) Vocational Guidance Bureaus.

(5) Bureau of Colonization.

(6) Federal and State regulation of private agencies.

(7) The Elimination of the Padroni.

(8) The establishment of local bureaus.

(9) Establishment of local clearing houses for private agencies and the like.

(10) The safeguarding of want advertisements in newspapers.

(11) The separation of the sale of liquor and furnishing of jobs.

It must be acknowledged that the employment of such a program would go a long way toward systematizing and placing on a firmer basis the present disorganized, wasteful methods of handling the unemployed.

III. Criticisms and Conclusions.

The reaction one has after a careful survey of the book and a little time for reflection is that Miss Kellor has done a remarkable work. She has emphasized the problem of unemployment and has made the beginnings of a science based upon that subject. I am not well enough acquainted with material already published dealing with this question to know whether or not she has made a real contribution, and if so, what the nature of it is. My impression is, however, that regardless of what has already been written, a careful perusal of this book will broaden one's conception of this phase of our national life.

As indicated earlier in this paper, serious exception might be well taken to the statement in the chapter on Children and the Labor Market that the "training and placement of child workers, therefore, belongs respectively to the public school system and the public agency, the two constituting a governmental responsibility."

We must remember in taking this exception that Miss Kellor has designated as children, all those between the ages of fourteen and twenty-one, so that with such a latitude of years her statement is well founded. But that seven years is a pretty long period, and if we can agree that the training for particular occupations should not begin before fourteen and should last about four years, leaving the placement to take place at about eighteen, then there

would be no grounds for argument. Miss Kellor, however, does not make any such classification for such training and placement. On the other hand, she deplores the fact that in a certain city some 7,400 children between fourteen and fifteen were entering jobs to which they brought no training" (and unconsciously here she states the really deplorable fact) viz.—"and which would bring them none." The question naturally arises, why train children to enter jobs that require no training and offer no opportunity for advancement. The only possible social necessity under such circumstances is to prevent children from entering such jobs. The chief problem here however, is, so far as this discussion is concerned that Miss Kellor would have these children prepared to enter some such industry before they are fourteen years old, a thing which it is hoped this country will never be guilty of doing. The chief function of the State as manifested in the public school system is not to prepare children to become machines but to live, not to be mere automatoms, but to possess initiative and constructive abilities. Painful as the condition is under which children labor, it isn't the province of the State to fit the children to the condition, but to so control the condition in such a way that unless it conduces to wholesome growth and opening opportunities, children should never be permitted to enter them. Fourteen is too early in life for the definite determination of many children's life activities. What we as social workers need to work for is an extension of the period of infancy, a broadening of the education of children, a prevention of their going into narrowing occupations, a provision for training after the fundamentals of education are obtained. Our industrial and vocational educationists would shunt thousands of our prospective productive citizens off into narrow channels and condemn them to lives of hardships and misery. No, the four years after fourteen, not the four years before, should be used for the preparation for special vocations. Among the many helpful suggestions contained in this book, we regret that Miss Kellor has emphasized what we feel to be a short-sighted policy for any social unit to adopt.

We might go further into this discussion but that would lead us away from the real purpose of this paper.

The content of the book as a whole leads one to feel that our tendency must be toward greater group responsibility over the individual units. That all elements that effect the general welfare must be controlled by the group as a whole. That individuals must be taught to see this larger conception and so act, as Immanuel Kant says, that they can will that their action should become universalized.

John McCallan
NOTARY PUBLIC
Dispositions, Agreements and Other Work Pertaining to Notary Work
34 MONTGOMERY STREET
(Near Sutter)
SAN FRANCISCO

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This company is not responsible for the present agitation and has no desire to change the existing rates of pay and working conditions, unless forced to do so in the adjustment of the demands originated by representatives of the men in engine, train and switching service.

No just reason for thus interrupting the service exists. The railroads have offered to arbitrate every question raised by the demands which have been presented.

The representatives of the men, however, rejected this offer and have issued strike ballots.

The management earnestly hopes:

1. That the men will seriously consider their positions, their pensions, their transportation privilege and the welfare of their families.

2. That the men receiving ballots will vote against a strike.

3. That all other employes will use their influence to that end.

The management favors the settlement by arbitration of all the questions in dispute.

Such a course will preserve to each one of you unbroken earning power; to the public uninterrupted service, and to the railroad continuance of the earnings by which alone it can perform its public duties.

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In California Schools will be better than it has ever been because teachers and pupils are to be supplied with better books than before.

Superintendents should see to it that each teacher is supplied with a ZANER METHOD MANUAL, which shows and tells how to teach and write, and that each pupil from grade one to grade eight is provided with a ZANER METHOD COMPENDIUM which shows how to write. Ask the State Department of Education for leaflet of instructions what to order for City or Rural Schools.

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PLANTS GROWN IN SCHOOLROOM INTEREST IN AGRICULTURE

Certain Plants Capable of Enduring Adverse Conditions May Be Grown in Separate Pots or in Window Boxes.

Washington, D. C.

Growing Plants in the schoolroom will help to stimulate the interest of the young people in agriculture and gardening, according to the United States Department of Agriculture's specialist.

The conditions in a schoolroom are, of course, not favorable to plants. Light, heat and ventilation are very uncertain, particularly during the interim between Friday afternoon and Monday morning. The plants which are capable of enduring such adverse conditions as usually obtain during this period, are few. The following, however, may be mentioned as among those possessing most merit for schoolroom use:

Plants Specially Adapted to Schoolroom Conditions

Aspidistra lurida, Lantana, Begonia, Umbrella plant, Sword fern, Ficus elastica, Oleander, Oxalis, German ivy, Peperomia, Aspidistra elatior var. variegata, Geranium, Cactus, Amaryllis, Jerusalem cherry, Abutilon, Screw pine (Pandanus), Primula obconica, Asparagus sprengeri, Sansevieria zeylanica.

How to Make Window Boxes

If window boxes are used, they must be made comparatively deep and must contain a larger quantity of soil than is commonly necessary for the growth of plants in greenhouses in order that the adverse conditions may in part be counteracted. Boxes intended for window gardens should therefore be made at least 6 to 8 inches in depth, should be rather broad, and of a length to conform to the window opening. The soil should be rich garden loam or a composition consisting of rotted sods and stable manure thoroughly mixed together and screened through a screen with at least a half-inch mesh.

Before filling the box a layer of broken pots or coarse gravel, or clinkers from the ash heap should be placed over the bottom of the box to the depth of one inch. If the box is made air-tight, holes should be provided in the bottom, in order that any excess of moisture which comes from watering the plants may escape from the bottom. After placing this drainage material in the bottom of the box fill it to within one inch of the top with the soil above described. Window boxes which are to be used for propagating plants from cuttings need not be more than six inches deep, and should have the drainage material above mentioned, with about three inches of clean sand placed over the clinkers.

The cuttings may then be prepared as suggested and planted in rows about three inches apart, with the ends of the cuttings inserted about one inch deep in the sand. Thoroughly moisten the sand after placing the cuttings in position, and cover the box for twenty-four hours with an old newspaper. After that time replace the newspaper by panes of glass, which should themselves be shaded by a single sheet of newspaper when the sun is too intense. Remove the shade when the sun does not shine directly on the plants, and if moisture condenses to any considerable extent upon the glass, lift or partly remove the glass so as to give ventilation, but do not allow the cuttings or the sand to become dry.

Plants to be used in window boxes can be grown from seeds sown in 4-inch pots, prepared somewhat as follows:

Place a layer of broken pots, gravel or clinkers in the bottom of the pot, and on top of this fill the pot to within about an inch of the surface with a compost similar to that suggested for filling window boxes. If the seeds to be sown are small and fine, like the begonia, sprinkle a thin layer of sand over the surface of the soil in the pot and sow the seeds in the sand. Moisten the earth by setting the pot for a minute in a receptacle which contains water of sufficient depth to bring it to within an inch of the surface of the soil in the pot. Lift the pot from the water as soon as the soil is moistened; place it in a warm, sunny situation, and cover it with a piece of glass. As soon as the seeds begin to germinate, remove the glass to a slight extent by placing under one edge a match, or by slipping it partly off the surface of the pot. Judgment must be used in regard to the amount of air to be given to prevent the plants from becoming drawn and yet keep them from being injured by becoming too dry.

Large seeds, like seeds of the nasturtium, should be planted about an inch deep in the soil of the pots, prepared as above described, but no layer of sand need be used with plants of this character.

The character of plants to be used in a box will be determined by the preferences of the cultivator, but in general they should be small and compact in habit of growth, or those which can be trained readily on strings. The following list will serve as a guide in their selection:

Plants which can be grown from seed: Ageratum, petunia, sweet alyssum, mignonette, lobelia erinus, portulaca, bellis perennis, primula obconica, coleus, nasturtium (dwarf), dianthus, stock.

Other plants which can best be propagated by slips or cuttings are: Geranium, fuchia, calla, begonia, lantana, abutilon, German ivy, tradescantia, vinca.

* * *

A NEW POINT OF VIEW ON SALARIES

San Rafael, Cal., June 7, 1916.

Dear Mr. Wagner:

I have just read your editorial on salaries. I agree with your point of view. Salary means maintenance; and it has always seemed to me an absurdity that, when determining the amount of salary any person should receive we invariably measure the head—its training, accomplishments and powers—rather than the stomach, its requirements and capacities, and the breadth of the back. It were much better for the world if all salaries were higher so that the salary earners of the world could purchase, use, and pay for the ultimate product of labor. The people would use the product of industry today if they had the money to pay for it. If such a balance could be established, is it not possible that the world's labor would become so absorbed and occupied in producing the things daily consumed by the people that there would be no men left for armies and navies; no women for idle society, and no time to make guns, ammunition, cannons and battleships? Is not it rather an unpleasant contemplation that millions of our people—our old folks and our children—will shiver through the coming winter, night and day, because there is not enough woolen underwear, warm socks, comfortable, heavy Australian blankets to keep them warm—all because they have not been able to earn the money to buy them? And to further contemplate that during the summer, while the winter's store should have been laid up we employed our labor in making munitions of war to kill our brothers in Europe?

We prate about democracy and toss the word glibly from our tongues, but in reality are we not, at heart, aristocrats, and do we not regulate the wages we pay on the aristocratic principles of chance, luck, pull and privelege? The rule of life should be, "enough for all and only enough;" and, instead of idleness—begetting inheritance and endowment, opportunity for posterity.

Yours truly,
JAS. B. DAVIDSON.

* * *

STANFORD'S BEST

(San Francisco Examiner)

Who are Stanford's ten greatest graduates, and why?

President Ray Lyman Wilbur of Stanford University has named the men who have achieved the greatest worldly fame.

Both President Wilbur and Chancellor David Starr Jordan declare that these men achieved success outside of college because they were successful in college. They were prominent during under-graduate days in one or more forms of student activity.

This is Dr. Wilbur's list:

Herbert C. Hoover, '95, mining engineer, head of Belgian Relief Commission for America.

Will Irwin, '99, journalist.

Ralph Arnold, '95, geologist, and member of the board of trustees of Stanford University.

Jackson E. Reynolds, '96, attornev for the Central Railroad Company of New Jersey.

Royall C. Victor, '00, attorney-at-law, New York City.

Myron A. Folsom, '96, general counsel for the Western Union Life Insurance Company, Spokane.

Henry Suzzallo, '99, president of the University of Washington.

David Snedden, '97, state public school commissioner of Massachusetts.

Caspar W. Hodgson, '96, publisher, Yonkers, N. Y.

A. B. Spalding, '96, surgeon and professor in the Stanford Medical School, San Francisco.

* * *

SOME FINE SUGGESTIONS

Eureka, Cal., July 1, 1916.

Mr. Harr Wagner:

Dear Sir:—The general law allowing supervisors to tax the entire county for county free library purposes and the 1911 special law authorizing them to tax districts that elect to become a part of the county free library are in opposition.

What do you know of the practices of any of the counties in this matter?

Do you know of any rulings of the district attorneys in reference to it?

I wish some of the Journals would have a column for answering queries about points of law. We are annoyed almost beyond endurance with the contradictions and vagaries of our school laws.

This county assessed for illegal high school tax and now I feel sure that assessing the entire county for county free library purposes is wrong. Why does the 1911 law say that a district becomes liable to a tax by becoming part of the county free library if it can be taxed anyway?

All told this county has raised $6000 on the entire assessable property.

The supervisors take the general law and ignore this act. What is the use of the law? It must have been passed with some idea in view.

It is a disgrace the way laws are balled up in language and interpreted by the various county officials.

Let me hear from you in regard to this matter when you have leisure.

With best wishes,
GEO. UNDERWOOD.

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BIRDS AND EDUCATION

To the Officers and Members of the
Humane Organization of the
State of California:

My dear Friends:—Let us, before it is too late, protect and defend the native birds of our cities. Who would refuse to aid the oriole or California mocking bird that sings to us at our door? Yet we are gradually driving these birds from our midst. How frequently we hear the statement "Penny wise and pound foolish," not only applying to the activities of the average person but to society in general, as well as to our government—city and county, state and nation. My attention has been called to the thoughtless "economic policy" pursued towards the bird life of our city from the standpoint of the welfare of the municipality as well as of the birds.

For the past year I have been studying the birds and the city from a reciprocal point of view and also a comparison of the conditions that prevailed twenty or more years ago, when the humane societies of California by moral suasion secured the co-operation of the teachers in correcting the vicious and barbarous annual custom of children robbing birds' nests of eggs or young. In fact, most of us remember that every spring found the boys on Saturdays and holidays out in the country as well as in the city hunting birds' nests.

This cruel activity has passed, through the efforts of the humane societies and noble-hearted people of our state that generously paid the necessary expenses. With all this brutal play of the child in years past, the thoughtlessness of our people of today through and by the garbage ordinance in every city is equally effective in the extermination of our birds.

Do we wish the birds to sing to us in our cities? Do we wish them to be with us? Certainly we all do. What is to be done? Since the quantity or scarcity of food is the determining factor in the population of birds, and since the garbage regime is so thoroughly enforced in our cities that birds are being starved out and forced to find new localities for food, where in many cases they become the prey of hawks, or are unable to survive the exacting conditions of their environment, it therefore becomes a duty for us after each meal to separate that which is bird food from the refuse of the kitchen and put in a quiet and protected place for the birds of our neighborhood. Very soon they will discover that a Good Samaritan is residing in our home.

In addition to this, we should allow a few drops of water from the hydrant to fall into a basin for the birds to quench their thirst and in which to take their needed baths.

With this humane policy towards the birds, three changes in conditions that we all desire would take place:

First: The birds would become more domesticated.

Second: The bird population would increase rapidly (a most economic question in the dispatching of injurious insects, etc.).

Third: The songs of the birds will bring more joy to the hearts of those who toil and work in our cities.

Lazarus asked for the crumbs that fell from the rich man's table, and was denied. The birds are now appealing to you for the crumbs from your table. Please grant them their request and your happiness will be increased.

HUGH J. BALDWIN,
President State Humane
Association of California.

M. A. STOLZ, Secretary,
3850 Jackson Street,
San Francisco, Cal.

* * *

FARMING IS THE BEST

William Jennings Bryan gives eight good reasons why young men should choose farming in preference to the other occupations and professions. Here they are: "(1) Farming is the most independent way of living; (2) less capital is required to start farming than to enter any other independent business; (3) all members of the family can participate in some way in the work of the farm; (4) farm life is healthful; (5) farming develops useful habits of industry and application; (6) the farm provides the most wholesome environment for growing children; (7) farm life teaches the true philosophy that labor is honorable and worthy of reward; (8) the farmer is the most independent factor in our political life."

LITTLE SISTER AND BROTHER

The highest and most immortal relationship on earth is that to be found in the sacred family circle where the sisterly and brotherly emotions are aroused for the safeguarding of each other. We learn in the mystic deeps of fairy lore how little sister and brother went forth into the forest of life together, hand-in-hand, to escape the Witch of Misfortune who had pursued them, and now bewitched all the streams to prevent their escaping her in her malice and hatefulness.

But little brother was so thirsty that he stooped to drink till the voice was heard, "Who drinks of me will be turned into a tiger!" So little sister begged him to turn away and wait for the next drinking place to assuage his thirst, only to hear the voice crying, "Who drinks of me will be turned into a wolf!" Once more she entreated him, but when they found the next little stream, and the voice of it cried, "Who drinks of me will turn into a roe," no longer could little brother be restrained, and he drank his fill, and there before her eyes he changed into a white roe. But little sister put a band about his neck and made a halter of rushes, and would not let him go. So must every sister do with every brother, and every brother with every sister, the same.

The other day, coming from the Emerson Primary School, together, I saw a girl of about ten with her little brother of about seven, walking along peacefully with arms twined one about the other as if in a picture. For days after I felt a thrill of happiness go through me as this portrait of little sister and brother returned to my memory, in contrast to the usual harshness prevailing amidst and amongst the children in the great cold, cruel outside world as we see it nowadays. I know the two of them well, and how devoted Alice and Frank are to each other. She reads fairy tales aloud to him, and maintains ever that air of motherly concern over his welfare, while he assumes the fatherly role toward her. Born here, yet they reflect the training of their parents, who came from the South of France.

According to that great Frenchman, Jean Mace (author of delightful fairy stories of child-life), one such pair of devoted children is enough to set the whole world straight again and annul all the wrongdoing of the evil-hearted and bring about sweet peace once more to all. He maintains that this is so, because good is greater than wrong and has the power to start itself everywhere growing into beauty and blessing as sweet blossoms spring from the sowing of a few little seeds.

I could see for myself that this was so, for many blessings follow from a few little good deeds like these, and I had known it before already. During my four years' stay in London, the great metropolis, I saw no sight more beautiful than one on the street, out near Hampstead Heath, where three tiny boys walked along with arms around each other's necks. They wore tight little jersey suits, and on their heads were pointed jersey caps hanging down, such as elves are supposed to wear. I could hardly believe the evidence of my senses, and that they were real little flesh-and-blood boys I beheld there before me, going along in the bonds of amity so contentedly together. No celebrated painting in any of the art galleries made such an impression on my mind as this kindly feeling exhibited by these three tiny beings whose every pose and action toward each other breathed cherubic brotherhood.

Once since my return to my home, in Baker street, I saw a similar sight. Three little rogues of my neighborhood, not one of whom was over four years of age, in order to win my approval, buried all their little hatchets, took hands, and walked along in amity as of a heavenly peace. And our street was glorified by the picture, and sweet reprisals of action followed all that week, bringing about better conditions of mind to all of us neighbors who beheld the vision.

Why should not the little sister and brother bring back once more our lost estate? Why not try to awaken this instinct of friendliness in all the boys and girls of each family, and finally in the universal family of which the Great Spirt is the father, holding them all in that fraternal relationship which makes for peace and unity?

To look back over a long life and estimate its best values has been my experience, and I realize that my highest happiness has been won from relationship with the little brothers and sisters of my early childhood, mothering them from the attitude of the eldest, from all of which I gained insight into all that was sweetest and best in this old world of ours, so often so cruel and relentless.

We do not need to wait for the millennium for brotherhood. We can start it tomorrow. Just teach it to the boys and girls and let them grow to men's and women's estate looking upon each other with that sublime neutrality that is based upon friendship—friendship which outlasts all other emotions, and is loyal throughout all the years till death itself.

—Ella Sterling Mighels.

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TUSCAN SPRINGS

Tuscan, Cal., June 30, 1916.

My dear Eleanor:

I've found the very place for you to come to on your vacation, indeed, the place for anybody to come to at any time—who wants to be cured of anything that may be the matter with them, "even to the third and fourth generations."

There are fifty springs—or, may be, but that's enough. And they bubble straight up from inferno, I think. At least you can light one of them with a match and warm your hands by the flame while it burns. The place is in the left-over of a one-time volcano crater, which ten thousand or so of years ago made a mighty lively show. Lassen is feeble-minded to what it must have been. The baths are splendid—just what you need; and such a luxury—a big cement bath house with all the equipment, and an immense cement swimming tank, where you could display your pretty arms to advantage. And listen—I'm going to tell you a secret—the water will make your hair like it was when you were seventeen—that is if you put your head under every time you bathe. I have wondered why they don't advertise it.

And the delicious things we have to eat, and then the lovely and charming proprietress—beautiful, Mrs. Walbridge. You would just love her, you couldn't help it. And when you alight from the automobile in front of a sixty thousand dollar hotel in this hidden "neck of the woods," it's some surprise, I tell you.- And say, on the first landing of the broad stairway there is a fifteen hundred dollar mirror for you to see if your hat is on straight. Funny I didn't think of appealing to your vanity first. Come while I am here, and we'll have the time of our lives—and you'll get well and keep on staying when there's nothing the matter with you, just because you'll want to stay.

Yours as ever,
MARGARITA.

P. S.—Come to Red Bluff on the train. Automobile from the Springs will bring you to the hotel. Let me know when you are coming.
M.

* * *

CONVENTION OF SUPERINTENDENTS

July 12, 1916.

To City and County Superintendents
and their Friends:

Please make your plans for the City and County Superintendents' Convention at Tahoe Tavern beginning on Wednesday, August 23rd and closing on Friday, August 25th.

It will be necessary to reach Sacramento not later than 10:30 Tuesday night, August 22nd, in order to take the train for Tahoe, which comes from San Francisco. Next morning, breakfast at Truckee, reach the Tavern at 8:45, get settled, and meet at the Pavilion overlooking the lake at 10 o'clock, for the first session. It is possible to start earlier and get there at night, if preferred. Hotel rates will be on the American plan, $3.50 per day, without bath, two in room, $4, one in room; and $4.50 per day, with bath, two in room, $5, one in room; provided that members of superintendents' family occupying the same room are $3 only.

The function of the meeting is for the superintendents representing every city and every county, to meet together and consider the whole matter of school legislation for the state, with a view of presenting their conclusions to the coming legislature as a basis for action. Please bear in mind the fact that three days is all too short for this important purpose, and that no one who would do his duty can afford to miss a single session.

No one outside of the convention will be invited to use any of the program time.

We are to meet at a most delightful season of the year at one of the wonder places of the world, a place peculiarly adapted both by nature and by art to our purpose. Here's hoping we shall every one have a happy time and be able to return home with a good taste in the mouth.

Very cordially yours,
EDWARD HYATT,
Supt. of Public Instruction.

Isaac Pitman & Sons take pleasure in announcing that during the year 1916-1917 only the Isaac Pitman system of shorthand will be taught in Columbia University.

* * *

A primer of school finance has been issued by G. Vernon Bennett, Secretary-Superintendent of Schools of Pomona, California. Professor Bennett has made a remarkable success in the Pomona schools and this booklet proves that he believes in giving the public information not only of the educational, but the financial, side of the school system.

(Advertisement)

BIDS WANTED FOR TEXTBOOKS IN LANGUAGE

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Language books for the third, fourth, fifth, sixth, seventh and eighth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 706, Forum Building, Sacramento, on or before September 1, 1916.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in language," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
EDWARD HYATT, Secretary,
Sacramento, California.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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Editorial Notes

Revolution in Rural Schools Badly Needed

Professor Alexis F. Lange, head of the Department of Education of the University of California, in speaking before the High School Teachers' Convention, said: "The salvation of the rural school lies in adapting for the counties the system worked out in American cities. Under such a plan the ungraded, one-teacher school would join the pioneering condition from which it sprang in historical museums, and the diminishing survivors would be supervised."

* * *

Dr. Lange is wrong. He will have to prove that the public school system in American cities is giving maximum of results on the minimum of expense before he succeeds in placing the rural schools under the artificial over supervised system of our cities. The rural school has been repeatedly attacked. University supervisions, however, will not accomplish the desired result. The consolidation of rural schools will remedy a few evils, but it will bring other and greater evils. Dr. Lange unfortunately wears blinders. He has never been able to have a viewpoint wider than the path that leads from the University to the public schools. He cannot reason from the standpoint of the rural school and its needs, but does from the standpoint of the University and its need of the rural schools. The State Board of Education has approved Dr. Lange's work, and his work is popular in the High Schools and University circles, but his persistent attacks on the rural school has not been to his credit. To attempt to apply city supervision, grades, intermediate high and central control on our rural school would destroy them. Yet they have produced much greater results than the city schools. The school district is the unit of our democracy. Take away the school trustee, the rural school of one teacher, and you have taken out of democracy its most essential unit. The rural school can be improved. The conditions under which the teacher works can be improved. But if we eliminate the rural school you have removed the most wholesome condition of our national life.

Tenure of Position

Carroll G. Pearse, in the American School, speaks in editorial vibrant tones of the massacre at Fort Dearborn. The massacre of which he speaks refers to the slaughter of Chicago teachers by the Board of Education. Sixty-eight teachers were dropped from the list, and the rule in reference to tenure was repealed. The new rule makes the tenure of a teacher only one year. The wholesale dismissal was not recommended by the Superintendent of Schools, and the teachers dismissed were marked as district superintendents as follows: Superior 5, Excellent 23, Good 13, Fair 3.

Editor Pearse of the American School makes these very pertinent—not impertinent—remarks:

"The country at large will be interested to know, also, if it can be found out, whether these Chicago teachers or a considerable number of them, were dismissed because of an organization of teachers which had successfully appealed to the courts of Illinois to compel numerous wealthy corporations and business concerns to list for taxation great amounts of property which had been escaping the assessor, and to require sundry great property interests to pay into the public treasury large sums of due and unpaid taxes."

Spelling

The State of New York has inaugurated a great spelling bee. It is conducted by Commissioner John H. Finley. Our public officials are getting away from the idea that the way to teach spelling is to teach theory. There is just one way to teach children to spell, and that is by practice. Drill! Drill!! Drill!!! A spelling book should be a list of words that the average man or woman uses. The State should provide a book that contains the list of words in use in California. The words should be so arranged as to include not only the child's vocabulary, but the vocabulary of life. The words should be grouped, and divided into syllables, and arranged as to vowel and consonants, so as to aid the teacher and children in getting results. Again, we say the the only way to teach spelling is to teach the children to spell. Cut out all theorizing. Drill the child in spelling, and you will get practical results. It is the same story in teaching addition, subtraction, multiplication and division. Practice makes perfect.

The Blue Bulletin

The Blue Bulletin for June came to our office in July. It is an excellent number. The blue paper is restful to the eyes, and reading matter stirs up friction in the brain, or appreciative approval. The June issue is unusually valuable. Of course, if we were to look at it from the standpoint of a competitor, and figure up that John Jones of Paternal District did not send us his $1.50 this year because he received all the educational palaver he needed from the Blue Bulletin, then we might figure the cost of the Blue Bulletin to the State in the time of the Commissioners and Superintendent of Public Instruction. We might also add up the printing bill and cost to the government in sending it out to the teachers and districts. Since we have always been in favor, however, of an official means of communication between the office of the Superintendent of Public Instruction and the school trustees, we must not now be critical when our ox is gored.

However, we must agree that the Blue Bulletin, the new County Library and other paternal measures are rather bad for private enterprise. In other words, in the great and silent changes from competitive life to paternal the individual whose resources are cut off still has to pay the taxes. It requires a very philosophical mind to be sweet tempered and to view the encroachments on private business that is taxed to uphold and support the measures that make for the failure of individual enterprise.

Education Notes

Ho, for Tahoe, on August 23d. The City and County Superintendents will all be there.

* * *

Franklin K. Barthel, Supervisor of Manual Training in San Francisco Schools, died recently from the results of an operation for appendicitis. Mr. Barthel was a graduate of the San Jose State Normal School, one of the founders of the Pacific Coast Teacher, a journal of considerable promise 20 years ago. He was president of the bay section of the C. T. A., in 1915, a member of the School Masters' Club, and active worker in all progressive matters in educational work.

* * *

Franklin Pierce Davidson, formerly Superintendent of the City of San Diego, and one of the most efficient public school men in the State, has accepted a position in the Chico High School. Prof. Davidson has been living in Berkeley the past few years, teaching in the Berkeley schools and doing special work in the University.

* * *

Morris Bishop, the young man who was in charge of the educational exhibit of Ginn & Company at the Exposition of 1915, has enlisted in the army, and is at the front on the border of Mexico. Ginn & Co. granted him leave of absence on full pay.

* * *

Eighteen districts in Los Angeles county have called elections for bond issues. This is a record breaker even for Los Angeles county.

* * *

President Geo. Gallagher of the Board of Education of San Francisco has asked for a bond issue of seven million dollars for new school houses in San Francisco.

* * *

The summer session of the University of California is remarkable in many respects. The department of shorthand, typewriting and business English has over 500 students. It is the largest class of its kind in the United States. The Gregg shorthand system is taught at the University summer school.

* * *

Dr. Nicholas Murray Butler, president of the Columbia University, was the speaker at the opening of the Republican Presidential Campaign in San Francisco on Friday, July 31st.

* * *

Dr. O. P. Jenkins of Stanford University has been granted the degree of Doctor of Laws by Moores Hill College, Indiana. California many years ago conferred upon him the highest degree within the gift of the people—the degree which stands for efficient service and good fellowship.

* * *

The S. F. Board of Education held a competitive examination for teachers on June 19th and 20th. There were upwards of 300 applicants. One hundred and eighty-seven successfully passed the written examination. There will be more new teachers than ever before placed on the substitute list.

* * *

Jacob Loeb, president of the Chicago Board of Education, at the New York meeting of the N. E. A. made a bitter at-

N. B.—The truth about the New York City School Championship. Note the "hours of instruction" item.

Gregg Students Win One-Year Championship of New York

The Gregg Team from the High School of Commerce has been awarded the one-year Championship of New York by the Metropolitan Shorthand Contest Committee. Not only did it win the Championship for students of but one year's instruction, but it showed decided superiority over the team of Pitmanic students from the Commercial High School, which had carried the shorthand course through three years, as will be seen from the following tabulation:

School	System	Hours of Instruction	Average Age	Average Net Speed	Average Accuracy
High School of Commerce	Gregg	200	15	82.5	97.9
Commercial High School	Pitman	400	17	101.	97.2

(Under the Regents requirements, students with 200 hours' instruction are only expected to develop 50 words a minute on a 60% grading basis. The Gregg team exceeded the normal expectations for 200 hours' instruction by 66%, with an average accuracy of 97.9%.)

To appreciate the full significance of the Gregg team victory, it is only necessary to note that the Commercial High School team received DOUBLE THE HOURS OF INSTRUCTION; that some of the members of the team were graduates and were thus better equipped educationally; that its members averaged two years older; that its accuracy was inferior to that of the Gregg team.

But the most impressive feature of the comparison is that this graduate team from the Commercial High School (Pitman), with 400 hours' instruction, merely lived up to the normal requirements of the Regents for 400 hours' instruction, while the High School of Commerce team (Gregg), with 200 hours' instruction, EXCEEDED THE NORMAL REQUIREMENTS FOR 200 HOURS' INSTRUCTION BY 66% with 97.9% ACCURACY.

The work of the High School of Commerce team is impressive evidence of the superiority of Gregg Shorthand in the hands of very young students. It demonstrates clearly its advantages in simplicity, speed, and legibility—advantages that have made Gregg Shorthand the standard system of America, and secured its adoption in more than 67% of the high schools of the country.

THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO SAN FRANCISCO

tack on Teachers' Unions. Ella Flagg Young defended teachers' organizations. Margaret Haley will be heard from later.

* * *

Dr. B. S. Gowen of the Kern Union High School has been elected principal of the Covina School System. The graduation exercises of 1916 of the Kern County High School were notable. There were sixty-eight graduates and hundreds of people were unable to gain admittance to the auditorium. The Bakersfield paper, in speaking of Dr. Gowen, says:

Dr. Gowen will leave about July 1 to enter into his work as head of the Covina school system, which includes a high school and six grammar schools. His election was made over 100 applicants. The position was offered Dr. Gowen two weeks ago and was accepted the first of this week, his resignation following immediately. Of his new place Dr. Gowen said he would be the gainer financially. In addition to the monetary gain he will be close to the southern center of educational activities, Covina being in Los Angeles county and near the city of Los Angeles.

* * *

Each year The Macmillan Company awards a prize to that one of its six branch agencies which shows the greatest percentage of increase in non-state adoption business during the year.

This year the San Francisco branch has been fortunate enough to come out ahead, and all the Pacific Coast representatives have been invited to meet in New York on July 6th for a grand rally and a dinner with the officials of the company, when a substantial check will be handed the lucky coast agents as an appreciation of their earnest and successful work.

* * *

The Los Angeles Board of Education is spending $45,000 on summer schools in connection with the public school system.

* * *

Ex-Superintendent Hugh J. Baldwin has announced himself as a candidate for the Legislature from San Diego county. His many friends will be glad to see him elected, and he will do valiant service as a law maker. Later.—Recent reports indicate that Mr. Baldwin will have neither Republican nor Democratic opponent.

* * *

Walter Kenyon, Western representative of Rand, McNally & Co., was found dead in his room in a Seattle hotel on the morning of July 9th, 1916. Heart failure was the cause of his death. Mr. Kenyon was well known to our readers as a teacher, writer and lecturer. He filled various positions of honor and trust. He was at one time engaged in the Stockton schools, in the San Francisco State Normal School, and in recent years has been very successful in securing adoptions for school text books for Rand, McNally & Co. He will be remembered by all for his efficiency and his ability to present in a clear way the merits of the books he presented for adoption.

* * *

The Board of Education of Los Angeles elected Dr. Albert Shields of New York Superintendent of Schools of Los Angeles, vice J. H. Francis resigned. The vote was four for Dr. Shields, two for Arthur Chamberlain and one for Deputy Superintendent Monlux.

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CASPAR W. HODGSON

By Harr Wagner

Caspar W. Hodgson, the founder of the World Book Co., has had a remarkable career. He began his life work as a teacher in the public schools of Pasadena, Cal. He was one of the first school men in the West to place emphasis or service to the community rather than service to the individual. His rise from the meagre salary of a school principal to five thousand per year as the representative of a leading publishing house, was very rapid. His first large contract was with the State of Washington for Walsh's Arithmetic, published by D. C. Heath & Co. It was not long after this, he was sent to the Philippine Islands as the special representative of the Silver Burdett & Co. Here he studied the needs and conditions of the school administration so well that the contracts he secured were of such value that he decided to establish a publishing business of his own. After making extended tours and studying the special needs of text books for children, and books on educational problems, he promoted the World Book Co. The home office is located at Yonkers-on-Hudson, with branches in Chicago, Dallas, Atlanta and Manila. The home of Mr. Hodgson and his interesting family is located at Kanyonkrag, on Park Hill, in Yonkers, on the Hudson. It was while traveling on a train in Eastern Oregon that Mr. Hodgson met the young lady that was to be the future Mrs. Hodgson. She was educated at the University of California. After graduating, they were married, and the honeymoon was spent in a log cabin in the Oregon Sierras. His love of the forests of the West has found expression in the name of two of his children, Foresta and Daphne, and in the beautiful wooded home on the Hudson. During the recent meeting of the N. E. A. in New York, July 5, 6, 7, hundreds of prominent educators made pilgrimages to his beautiful home and to his model publishing house. Mr. Hodgson is a genial host. His life is surrounded by wholesome conditions, and his ideals fit the highest aspirations of an American citizen. Dr. David Starr Jordan in selecting the ten most successful graduates of Stanford University places Mr. Hodgson's name close to the top of the list. Mr. Hodgson has always been loyal to California and her institutions. He owns a beautiful section of the Sierras up near the Yosemite, and is a frequent visitor to the Pacific Coast. Even in the selection of authors for his text books and books of general educational value he has given prominence to well known Californian names. In the school Efficiency Series are Ellwood P. Cubberley, Fletcher B. Dresslar, Lewis M. Terman and Dr. Ernest C. Moore.

In the important and very valuable series of Government Hand Books he has selected as editor David Prescott Barrows, Ph. D., Professor of Political Science and Dean of the Graduate School of the University of California, and the most important and scholarly man of large vision connected with the University. In this series Thomas Harrison Reed will write of Great Britain. Dr. Kruger of Berkeley will write of the German Empire. In text books for the elementary schools, the Conservatory of Health Series have been remarkably successful. The series are edited by John W. Ritchie of the College of William & Mary of Virginia. These books have been adopted in California as part of the State series of text books. The New World Speller and other books too numerous to mention in this article have also been great winners in conjunction with other books. The World Book Company has recently opened up "The House of Applied Knowledge" in Chicago, at 2126 Prairie Ave. It is a unique and interesting establishment. Each year Mr. Hodgson sends out a beautiful booklet to his friends. In 1916 it was artistic with lanterns and pictures of Kanyonkrag, and the closing sentiment was as follows:

"May your tasks and pleasure be lightened and brightened from Christmas to New Year's, and from New Year's to Christmas; and may our friendship—which these lanterns symbolize—help."

* * *

O! You Teacher!

The public school teachers have become popular at summer resorts and places where men and women congregate for social activities. The old maid teacher does not exist in the sense of reproach, but in the sense of independent service, up-to-date joy of living she is taking the front seat in the automobile, motorcycle, theatre, moving picture and church. The twentieth century teacher as a social factor is recognized as a leader. The profession of teaching is developing the highest type of American womanhood. Philip M. Fisher of the Oakland Technical School says:

"Brains, beauty, charm, magnetism, attractiveness, poise and an overdose of common sense are the general attributes. The old type of teacher is extinct.

"The day of the Ichabod Crane type of teacher is gone. The time when the lame, the halt and the blind were naturally elected as the custodians of the desk and the wielders of the birch is also passed. Today the teacher is more likely to look like a fashion model than like a frump. She has no narrow views, no old-maid ways. She is brought into contact with many sides of life and to qualify she must feel and understand. She must be superior not only mentally but morally and physically as well. She must be a well-poised expert, human and efficient.

"No teacher needs to be a Venus, neither should she dress like a 'Lucile model,' but she must be wholesome and pleasant to look at and her dress should be both becoming and business-like without being designed especially to attract notice on its own account.

"The voice should be free from all acid qualities, gentle and friendly, and in character the teacher must be neither too insistent nor over-strenuous. Her mission is to call out a response in her pupils, not to set them on edge. The driving quality is too often apt to drive diffident natures to the wall. Instead of drawing them out she is likely to shut them up like clams.

"As gentle as a nun, yet she must be firm as a soldier. The pupil who tries to get through school by dodging and four-flushing she must call promptly."

THE

BEACON

COLUMN

Many California County Boards of Education have this summer, in working over their courses of study, made additional or further use of the **Beacon Method.**

If you are interested in surveys and tests and analysis and things like those, you ought to get a copy of the Harris-Anderson Tests Measuring Primary Reading in the Dubuque schools.

Beacon came out all right, so if you are a Beacon enthusiast you need not be afraid to read the report.

We have a few extra copies of this report, which we'll gladly send to our friends while they last.

Miss Swope, the well-known expert primary teacher of Riverside, who for three weeks beginning July 31st is conducting in Berkeley a School of Methods for primary teachers, gives special attention to the **Beacon Method.**

This **Beacon Method** seems to be a good deal like the camel who got his head inside the tent.

Any superintendent who lets one of his primary teachers try out the system in one school is pretty sure to get into trouble, because the next year all the rest of them want the **Beacon.**

That's the way it was in San Diego and in a good many other places.

Miss Heilman, the Eureka primary supervisor who is a **Beacon** enthusiast, has been east this summer, visiting schools, where the **Beacon** is in use, and interviewing **Beacon** experts wherever she could find them. Among others, she looked up the author, Superintendent Fassett, of Nashua, N. H., and found him very helpful and, of course, enthusiastic over the **Beacon Method.**

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CHANGES IN HIGH SCHOOL PRINCIPALSHIP

The following changes in principalship have been made:

Anaheim H. S., C. R. Prince vice Dr. E. W. Hauck.

Bakersfield H. S., A. J. Ludden vice B. S. Gowen.

Brentwood H. S., J. E. Webb vice J. I. Martin.

Calistoga H S., H. M. Monroe, vice T. L. Brecheen.

Ceres H. S., T. L. Brecheen vice J. P. Ratzell.

Compton H. S., Mr. Thompson vice W. R. Moberly.

Corning H. S., S. L. Brown vice C. J. Burrell.

Covelo H. S., W. M. Culp vice W. S. Brown.

Covina H. S., B. S. Gowen vice J. J. Morgan.

Delano H. S., J. B. Ely vice A. B. Martin.

Elk Grove H. S., A. W. Armitage vice P. B. Smith.

Exeter H. S., S. J. Brainerd vice H. A. Owen.

Fillmore H. S., W. M. Scott vice J. W. Gastrich.

Fortuna H. S., Charles Nelson vice I. C. Raymond.

Fullerton H. S., E. W. Hauck vice Delbert Brunton.

Gridley H. S., G. T. Kern vice C. E. Overman.

Huntington Park H. S., J. M. Reeder vice J. E. McKown, elected principal Belling Cave H. S. after being with D. C. Heath & Co. for six months.

Imperial H. S., J. J. Morgan vice M. B. Hockenberry.

Lakeport H. S., Martin Singer vice J. E. Williams.

Le Grand H. S., G. W. Hahn vice A. L. Briggs.

Lompoc H. S., V. Smith vice E. L. Mitchel.

Los Gatos H. S., W. T. Walton vice E. F. Blayney.

Montebello H. S., E. L. Mitchel vice W. H. Hensey.

Morgan Hill H. S., L. H. Britton vice A. H. Abbott.

Mt. View H. S., J. I. Martin vice E. L. Zahn, goes to teaching position in San Jose H. S.

Oakdale H. S., C. E. Overman vice P. B. Westerman.

Orland H. S., R. R. McMasters vice A. E. Baugh.

Pacific Grove H. S., J. P. Ratzell vice Bert Carner.

St. Helena H. S., G. F. Weber vice C. H. Meeker, goes to Sparks, Nev.

Riverdale H. S., H. A. Owen.

* * *

THE NEW ROLL OF HONOR

Retirement salaries granted on $500 per year, June 24, 1916: Auker, Mrs. Mattie S., Riverside; Baldwin, Hugh J., San Diego; Bear, Miss Mary E., Los Angeles; Cameron, Coralinn B., Riverside; Case, E. L., Downieville; Cashin, Miss Margaret C., San Francisco; Chance, Lulu M., Riverside; Church, Mrs. Emma F., San Francisco; Cluver, Louise K., Petaluma; Collings, Blanche, Santa Ana; Congdon, James S., San Francisco; Doan, Hattie Adela, Stockton; Donovan, Miss Laura B., San Francisco; Fiala, Ada M., San Francisco; Fischer, Frank, San Francisco; Furlong, Robert, Covelo; Harris, Miss Mabel A., Pasadena; Hays, Miss Mary, Portland; Heard, Lucy T., Sacramento; Jamison, Mary Ellen, East Auburn; Jones, Julia L., Stockton; Lang, Carrie J., Pasadena; Leslie, Geo. L., Los Angeles; Lynch, Maggie M., Stirling City; Lynch, Mary Ann, Stirling City; Miller, Mrs. Ada A., Sonora; McNicoll, Miss Belle, San Francisco; Norris, Miss Elizabeth, Napa; O'Connell, Miss Margaret, San Diego; Olsen, Alvina, San Lorenzo; Pettit, Wm. A., Sacramento; Pierce, Wm. A., Sierra Madre; Pierce, Isabel W., Sierra Madre; Tenney, Alfred D., Tracey; Thornton, Miss Emma F., Warner Hot Springs; Van Slyck, Mrs. France G., Riverside; Washburn, Mrs. E. R., Los Angeles; Wooster, Carrie E., San Jose; Yorke, Jennie H., Sacramento.

Retirement Salaries Granted on Disability: Amenda, Mrs. Susan A., San Diego; Boring, Ormanda, San Mateo; Ellenwood, Mrs. Cornelia H., Wendel; Gray, Ida, San Rafael; Green, Annie E., Yuba City; Harlan, Dora Belle, San Leandro; Kleeberger, Geo. R., Berkeley; McClain, Ada Lucas, Lakeside; Melody, Mrs. Adelaide F., San Francisco; Pringle, Mrs. Sarah G., Union; Shcafor, Mrs. M. A., Dunsmuir; Stolder, Mrs. Mary A., Mariposa; Turner, Mrs. S. U., San Francisco; Woodin, Mrs. M. P., Bierber.

Best Books on Spanish

Pitman's Practical Grammar. 112 pp., 40c; cloth, 50c.

Pitman's Commercial Spanish Grammar. 166 pp., cloth, $1.00. Spanish Grammar on Normal Lines.

Hugo's Simplified Spanish. An Easy and Rapid Way of Learning Spanish. Cloth, $1.00.

Pitman's Commercial Correspondence in Spanish. 267 pp., cloth, gilt, $1.00.

Manual of Spanish Commercial Correspondence. 360 pp., cloth, $1.35.

Spanish Commercial Reader. 250 pp., cloth, $1.00.

English-Spanish and Spanish-English Commercial Dictionary. Cloth, gilt, 660 pp., $1.50.

By G. R. Macdonald, author of **Manual of Spanish Commercial Correspondence,** etc. A complete work of reference for students and teachers of Spanish, and for those engaged in foreign correspondence, containing all the Words and Terms used in Commercial Correspondence which are not contained in the Dictionaries in ordinary use, Compound Phrases, Idiomatic Expressions, etc.

"This book can be recommended without qualification."—**The Business Journal,** New York.

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STATE PUBLICATION OF SCHOOL BOOKS

The Square Deal of Richmond, Va., has this to say of State publication of text books:

"The real, substantial, lasting betterment of the social and industrial conditions of the wage-workers and farmers of Virginia is largely dependent upon the education of the children of today.

"For this education the fathers and mothers must pay in full—either directly or indirectly.

"It is but natural and proper, too, that these fathers and mothers interest themselves in seeing to it that the means of present day and future education be reduced to the lowest possible cost in actual dollars and cents, without in the least curtailing the ever-growing scope of knowledge from which their children's education must necessarily be gained.

"Even among the wisest and most conservative men, the most carefully planned campaign of economy on any one line will sometimes prove out, upon actual test, to be a surprisingly expensive experiment, with no other alternative but to return to the old beaten path.

"It is also true in all lines, professions and walks of life, that the successful man is one who ever strives to profit, not only by his own, but by the experience and mistakes of others.

"Much has been said and written recently in favor of State publication of school books in Virginia, the basis of argument in favor of the proposition being, of course, a substantial reduction in the cost of school books in actual dollars and cents to the purchaser—the parent or guardian of the child, upon whose future depends the quality of the contents of such books.

"This, we submit, is a proposition not to be trifled with by any manner or means.

"On such a serious and important question every parent or guardian of a child owes it to his own conscience, as well as to the community in general to look well into the merits of the proposition at least twice before leaping once.

"California has tried the State publication of school book business for several years, and while many ardent advocates of the plan, as well as the self-benefited politicians, proclaim it a success, up to this writing, facts and figures set out by the best and highest authority on such matters show that the plan has not reached the desired ends.

"With such facts before us we cannot well escape the conclusion that to choose an inferior school book simply because it is a few cents cheaper in price, while we spend lavishly for less important things, is to 'Strain at a gnat and swallow a camel.'

"If the State is willing to publish as cheaply as possible made-to-order books and impose them upon the schools without first testing them, it may be possible to do it at slightly less expense than would be incurred in buying the best approved books from publishers; but experience to date shows that in every case the result is inferior books, and that lower cost is not proved, if all the expense factors are considered.

"If the State should experiment with its books, as the publisher is compelled to do, and should require the use of no book until it had been tested and proved successful, the cost to the State would be increased to an amount greater than that required to purchase the best approved books from publishers.

"If the State should adopt and print only books that have been tested and proved by the publishers, it must and should pay to the publisher enough to reimburse him for the cost of his experiment, and to yield him a reasonable profit.

"The choice, after all, lies between inferior books at prices that show no saving when all the cost factors are included and the best books at prices that permit a fair publisher's profit."

* * *

WAR

War
I abhor,
And yet how sweet
The sound along the marching street
Of drum and fife, and I forget
Broken old mothers, and the whole
Dark butchery without a soul.

Without a soul—save this bright drink
Of heady music, sweet as hell;
And even my peace abiding feet
Go marching with the marching feet.
For yonder, yonder, goes the fife,
And what care I for human life!
The tears fill my astonished eyes
And my full heart is like to break;
And yet 'tis all embannered lies—
A dream those drummers make.

Oh, it is wickedness to clothe
Yon hideous grinning thing that stalks
Hidden in music, like a queen
That in a garden of glory walks,
Till good men love the thing they loathe!

Art, thou hast many infamies,
But not an infamy like this.
Oh, snap the fife and still the drum,
And show this monster as she is!

—Richard le Gallienne.

DR. ALBERT SHIELDS.

The new City Superintendent of Los Angeles is from New York. He has been elected for four years at a salary of $8,000 per year. This is the highest salary paid to a public school official in the State, with the exception of President Benjamin Ide Wheeler. It is $3,000 more than is paid the Superintendent of Public Instruction, and is double the salary paid the superintendent in San Francisco. The Los Angeles Examiner gives the following comment in reference to Dr. Shields:

"A keen analyst, affable, yet firm and determined, Dr. Shields expounded his conceptions of modern education and its costs. His expressions indicated modern yet not ultra-radical educational views. And though he would make no promises, he gave every indication to members of the Board of Education who met him last night that he would save the million dollars in his term of office—if he accepts—that they said he would save to the people of Los Angeles.

"'Some of the members of the board object to you because they do not believe your salary should be raised to $8,000,' he was told.

"'I can hardly come out here for much less than I am getting now,' he responded. 'Besides my salary in the New York school department, I have contracts with Columbia University and other lecture engagements, which bring my salary up to about $8,000.'

"'And can you show how you will save the city vast sums in cost?'

Essentials of Education

"'The chief thing in education is not the cost; it is the education of the child. There are many things in education, however, that are good, but which we cannot support on account of lack of funds.

"'The first things that we must consider and support are the essentials of education—not what we think are essential, but what the law requires us to teach—reading, spelling, etc. These must be taught in the most effective and economical way. For instance, we could have one teacher for 120 pupils, or two teachers for 60 pupils, and further subdivide until we get one teacher for five pupils. We must figure out the cheapest and most effective way of teaching these 120 pupils.

"'The second classification of things are the so-called highly desirable things such as evening schools. Here, too, we must learn what classes are regularly attended and therefore give returns and those which have a large average, but constantly changing attendance, which bring no returns. In connection with the highly desirable things in education, we must ask ourselves how far we will go in these matters and what is worth while.

Third Classification

"'There is a third classification of educational plans which are in the state of experience. Their enemies say they are ornaments; their friends say they are vital. Whichever side we take we have to admit that this classification must wait until the others are provided for, if the welfare of the child is to be considered.

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NEW BOOKS FOR TEACHERS

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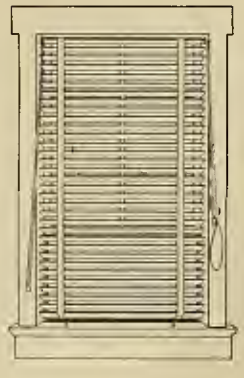

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TEHAMA EDUCATION NEWS

Teachers are away for their vacations. Three from Red Bluff are taking summer courses. Miss Jennie Leonard is at the San Diego Normal; Misses Nichols and Merriam and Mr. Unash are at U. C.

* * *

Principal Albert Williams of the Monroe School, Red Bluff, is rusticating in Shasta county among the tall timber. Principal D. C. Elder, of the Lincoln School, also of Red Bluff, is in Oakland for the summer.

* * *

Principal P. G. Ward and family are spending the summer among the Sierras. So far Supervising Principal J. D. Sweeney has remained at home.

* * *

The corner stone of the new Red Bluff High School was laid by the Masonic fraternity with their usual ceremonies early in July. The walls are about completed at this time (July 20), and carpenters and other mechanics are at work in the interior, rushing the building toward a finish.

* * *

A department of cooking will be established in the Red Bluff High School this coming year, and a practical teacher has been employed. The City Grammar School has both sewing and cooking for the girls of the upper grades. Miss Kate Burt has charge of the cooking, and Miss Ruth Nichols of the sewing.

* * *

Frank Durst has been elected to take the place of John Taylor in the Red Bluff Grammar School. Mr. Durst is a graduate of the Santa Barbara Normal, and, in addition to having a class, will have direction of the woodwork in the school.

* * *

Corning has re-elected Principal Wylie for her grammar schools. Corning, like Red Bluff, needs a new school building for the grades. Mrs. Miller returns to take charge of the Los Molinos school.

* * *

Miss Gabrielle Flanagan of Corning and Miss Ella Kuse of Los Robles were appointed by the Board of Supervisors as members of the County Board of Education to succeed themselves. The other members are Mrs. Heidrick of Corning, Miss Nellie Godbolt of Red Bluff, and Miss Lang, the superintendent.

* * *

Tehama retains the same corps of teachers—Mr. Johnston and Miss Marshman—for the next year.

* * *

Lowrey district will build this summer in place of the school building recently destroyed by fire.

* * *

The rapid growth of the country east of the river has produced several two-teacher schools where but a short time ago there were none at all. Los Robles, Cone and Oak Park, not to mention Los Molinos, are among these.

* * *

Red Bluff enrolled 680 last year in the grades. An additional teacher will be added this coming year. Miss Mary Hart, who was hired the last half of last year, has the position.

* * *

Miss Esther Ballard is acting as county treasurer during the absence of her brother, the regular official, who is at the Mexican front. Many High School boys went to the front at the call of the President, and some will probably not re-enter at the opening of the fall term.

* * *

The bonds voted by Red Bluff recently for school purposes were declared out of order, and a new election will be held soon.

* * *

Bradley Grover, a former Red Bluff principal, is still in the Stockton schools, where he has a principalship. C. A. Davis, another Red Bluff principal, has a position in San Francisco. J. M. Osborn, former principal at Corning, will take a Chico principalship this coming year.

* * *

J. D. Sweeney is advocating the re-chartering of Red Bluff so that a city school system may be established in place of the present district plan. He also is working for a kindergarten and a night school in the same city. All will come in time.

Announcement

ISAAC PITMAN & SONS TAKE PLEASURE IN ANNOUNCING THAT DURING THE YEAR 1916-1917 ONLY THE ISAAC PITMAN SYSTEM OF SHORTHAND WILL BE TAUGHT IN COLUMBIA UNIVERSITY.

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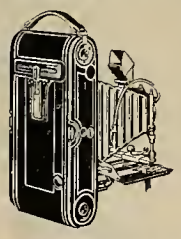

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, AUG., 1916 No. 8

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Conservatory of Music

Since the last issue of this journal I have had a new school experience—so new and different that it almost seemed another continent or another world. It was attending the graduating exercises of the conservatory of music, at the Notre Dame College, a Catholic institution standing near the center of the city of San Jose.

This college wasn't built yesterday, and is not exactly new, even though I had never seen it before. In fact, it was founded long before I was born, in the year 1851. It occupies ten acres of land, in the heart of the city, with a high wall around it. Its beginning was when two Sisters of Notre Dame arrived at San Jose with a total capital of twenty-five cents, just driven away from an unsuccessful attempt of the same kind in Oregon.

Now, it possesses ten rich acres of city property, tall buildings, white arbors, great trees, ninety sisters, two hundred students and an age and dignity and experience that make the smartest and biggest of our schools look like the nouveaux riche.

Entrance With Difficulty

I walked down to the college at 10 o'clock. The outside wall was grim, gray, cold, forbidding. I pressed the button. The big door was opened by a black clad sister, who sent for the superior to tell whether I should be admitted or not. Sister Veronica made me welcome, and sent me in charge of one of the teaching sisters, to a good seat in the auditorium.

Certainly, in the way of music, there is no other such ambitious and imposing institution in California. The great stage was set with a figure of the Saviour in the rear center, with rose colored lights and rich hangings all about, with eight big pianos on the sides and five tall golden harps in the front.

The vast auditorium was a blaze of color and light and life and animation. The Archbishop's rich chair, in the front of the center, was the nucleus about which everything revolved. When he came swiftly in, bowing and saluting to right and left, attended by twenty-five priests, the exercises began. The students of the school were massed to right and left of the hall. The Archbishop and the priests were in the front, with a large and dignified space between them and the stage. There was a very handsome and exact program, which was exactly followed, with no oral announcements or explanations whatever. Every performer, before going to the stage, knelt and kissed the Archbishop's hand, and courtesied to him before resuming her seat. There were solos and duets and trios and quartets and sextettes and every other musical combination unknown to me. There was singing and harping and the music of the piano, the violin, the horn and all other instruments of string or brass or wood.

Archbishop Speaks

An address was made by Archbishop Hanna. He is a most pleasing speaker, a skillful, polished orator, an able man. He was in a hard place, as the head and the center of the grand occasion, every eye marking him, his every move, every intonation, every fleeting expression observed and noted by hundreds every second. He carried it off well, as the gracious, approving, appreciative, intelligent master of it all.

One of the notable features was the way in which the teachers, the real managers of it all, rigorously affaced themselves—in strong contrast to our public school customs. No teacher was even seen—none mentioned by word of mouth or printed on the program. They must have been somewhere, to make everything move off so exactly, without halt or delay—but not so anybody knew it. An occasional click was heard behind the scenes, when some chorus or orchestra would start off—but nothing visible. Some original compositions were presented, in verse or music, and where the author's name would naturally be emblazoned in glory was only the modest initials "S. N. D."—Sister of Notre Dame.

Bouquet of Appreciation

Thus these good women work away for the helping of humanity year after year, quietly, unobstrusively, unknown to the world. They not only teach the music and the painting and all the other branches of the college and the smaller children in the parochial schools all around as well—not only that, but they scrub and cook and serve and do all the other ten thousand things that are necessary to be done in order to lead a civilized life.

I always feel like throwing a bouquet

ANNOUNCEMENT

The Western Journal of Education beginning with the September issue will be published by the Harr Wagner Publishing Company. This company has also purchased the publications of the Whitaker & Ray-Wiggin Company., located at 770 Mission Street, San Francisco, Cal.

The aim is to broaden the field of usefulness of the Journal and to promote, manufacture and sell books by Western authors, and to supply to schools, school libraries, and school teachers, books to meet the special needs of the pupils. The purchase from the Whitaker, Ray-Wiggin Co. includes the books, contracts, and plates of the following books:

Poems of Joaquin Miller.

Care and Culture of Men—David Starr Jordan.

The Story of Matka—David Starr Jordan.

At the Shrine of Song (poems)—Herbert Bashford.

Care and Culture Booklets: The Nation's Need of Men (David Star Jordan); The Woman and the University (David Starr Jordan); The Scholar in the Community (David Starr Jordan); Knowing Real Men (David Starr Jordan); The Practical Education (David Starr Jordan); The Saving of Time (David Starr Jordan); The Danites (Joaquin Miller); Forty-Nine (Joaquin Miller).

The Panama Canal—Duncan E. McKinlay.

Realizable Ideals (Earl Lectures)—Theodore Roosevelt.

Our Criminal Criminal Law—S. C. Denson.

A Political Primer—Bessie Beatty.

West Coast Shells—Josiah Keep.

The Health Index of Children—Dr. Ernest Bryant Hoag.

Sanitary Survey for Schools—Dr. Ernest Bryant Hoag.

The Health Grading of the School Child—Dr. Ernest B. Hoag.

Health Leaflets for Schools, Nos. 1 and 2—Dr. E. B. Hoag.

Design and Construction—Arthur H. Chamberlain.

The Hart's History Aids — Historical Chart.

The Geography of California—Dr. Harold W. Fairbanks.

Aids to Literature Series.

Civil Government Simplified—J. J. Duval.

Practical Aids to Civics—S. D. Waterman.

Poems for Memorizing — Alice Rose Power.

School Buildings—Walter H. Parker.

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of appreciation at the feet of these self-sacrificing souls who give themselves up to the service of the next generation and get out of it neither salary nor fine clothes nor public notice nor joy of life.

The George Junior Republic

For a long time I've been hearing about the George Junior Republic of California, located near Chino, in San Bernardino county. At last, one Saturday afternoon, I journeyed out from Los Angeles to see it.

It is an entirely worthy and an important part of our State educational system. It is not a public school, nor does it compete against the public school in any way. Rather, it supplements the public school, taking up and working with the misfits and soiled lumber that the public school failed upon and cast aside as waste.

The institution owns 275 acres of rich level land in one of the fairest southern valleys that the sun shines on. It is underlain by artesian water, and has a nice surface stream with natural groves of willows. April poppies were in bloom when I was there, and the surrounding hills were smooth and green and wonderful to see. The land is from the heart of the Chino Rancho of 4200 acres, an old Spanish grant that was bought by Dick Gird when he sold his gold mine long ago. Now it is cut up and populated, with the town of Chino for its metropolis.

How Republic Was Founded

The republic was founded by a group of good but wealthy citizens of Pasadena, upon the idea of the republic of similar name at Freeville, New York. It departed immediately, however, from the parent institution and is like it only in name and in basal idea at the present time. Vocational guidance is its watchword.

It is seven years old. It takes care of 75 boys. Its chief officer is L. H. Waterhouse, who is called Managing Director. He has about twenty assistants, including teachers, heads of departments, bookkeepers, and what not. Among these assistants are a group of high spirited, helpful young enthusiasts from Pomona College, near by. The boys are committed to the school from the juvenile courts of the surrounding counties and are also sent by parents who cannot manage their children at home. Almost without exception they are the children of broken homes, their parents the victims of death or divorce or "incompatibility."

Beautiful Buildings

The republic has a large and handsome group of buildings growing up about and upon a swelling hill that rises proudly above the level surrounding land. There is a government house, substantially built of concrete. It contains an auditorium with a moving picture outfit, a council chamber, court room and jail. There are three cottages, where the boys live, each under the care of a house mother. The largest of these are La Paloma and John Brewer cottages, costing $10,000 each, and built of shakes. There is a solid cement business block, containing the store, postoffice, bank and bookkeeping departments. A handsome chapel is building, and a nice three-roomed public school is maintained by the Chino district. There is a swimming pool, a tract of "government land" that any one may "take up," a dairy, poultry yards and farm buildings.

The boys must pay $4 per week for their board, room and laundry. They must also pay for their clohtes and any other necessity or luxury that they choose. They must work to earn the money upon which they live. The poorer jobs pay 9 cents per hour, the best 12 cents. They receive pay for going to school as well as for the laborious jobs, and they must go to school half the day. They get extra pay for overtime. Some boys accumulate money, some spend everything as fast as it comes, some go in debt. They have an election every six months, choosing their own judge, prosecuting attorney and councilmen. When they run away or commit any crimes they are apprehended, tried and punished, too. They are up against the real thing and there is no nonsense about it.

A great variety of work is available. There is stern competition for the desirable jobs—and the best man wins. Independent enterprises, like pigeon raising, or gardening may be undertaken. Brick making, poultry, dairy, farm, cook, shop, printing office, house work, laundry afford abundant opportunities.

Poultry Department

The head poultryman was Lawrence Portreons, a boy about 18 years old. I talked with him a long time in his yards. He was apparently an expert poulterer, and knew all about the business. He hired several assistants to feed the chickens and do the chamber work for them, while he bosses the job and kept the records. His positive and assured style of talking was a wonder to hear.

"Here are a thousand chickens that will be just right for fryers in three weeks. We dress them and send them out as far as San Diego, by parcel post. No, we don't sell them to the cook house till they grow up.

"Here are a thousand just three days old. We feed them plenty of sour milk. They don't get sick if we give them plenty of sour milk, and we lose hardly any of them. Why, a chicken can't get sick if you keep him clean and feed him right.

"Here are the brooders, where the little fellows go in to get warm. A chicken must be kept warm. If he gets chilled, he's gone. Why, I can raise any thing that will hatch. See those banty chickens with the others? If I can raise banties I can raise anything. I had one mocking bird and two black birds with one brood, but the lining caught fire and they burnt to death. Duck eggs and goose eggs, they're easy. We've got some peacock eggs now to try out."

Has Been a Success

After thinking the matter over for some time I came to the conclusion that this boy had his head and his heart and his time full of something pretty practical, something he could and probably would use for a life work. The republic has justified itself, has given its reason for being, in what it had done for Lawrence Portreons alone! But, there are 75 others! And Mr. Waterman told me, with tears in his voice, "And I could guarantee to fill a new cottage every month with fifty boys, if I could only get the money to build the cottages!"

The two Pasadena families that take the greatest interest in this enterprise are the Atwoods and the Fowlers.

Miss Atwood has built a beautiful home on the hillside and lives among the boys. Every Saturday they all come to her lovely parties in the evening to play games, sing, listen to the victrola and have a jolly time. Sunday evening they go there to Sunday school if they feel like it and afterward to church, whether they feel like it or not. I laughed all evening at the master of ceremonies, a red haired boy, who had a great time whooping things up and making the late arrivals take a front seat. They would all want to slump down outside, on the steps, or in a settee—but no sir! There were seats in front and up they must go. Sometimes they would refuse, rebelliously—but a dark and significant hint at "the can" from the red haired boy would send them up with promptitude.

Miss Atwood is known as "Aunt Eleanor" and she is the tutelary genius of the place.

Social Life

The Fowlers have bought a piece of land and built their home a little further away, but where they, too, can be a part of the social life of the republic. Their modest cottage cost $100,000, and is an architectural gem. Near it and connected with it by pergolas, is the guest house, where a dozen visitors may be entertained. The family came originally from Detroit, and built their fortune upon the white pine lumber of Michigan. When the pine was all stripped off, the head of the house came to California and engaged in the same business, building the flume that brings lumber from the mountains down to Sanger in Fresno county. The city of Fowler was named for him.

I was interested in studying Mr. Waterhouse and tried to find out where he got his steam for this kind of work and where he got his ideas concerning vocational education. He looks like a sincere, honest and intelligent young farmer, and so far as I have discovered that is what he is. He is not a college man, but has read much and has thought about his reading. He is certainly conducting the most interesting and most practical example of a pre-vocational school there is in the State. He is working with his two young college men, Mr. Clary and Mr. Snyder, in a deliberate and conscious way, to develop the principles of vocational guidance. His laboratory is worth watching and worth visiting by those who are interested in educational progress.

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The School Teachers' Page

Eliza D. Keith

What Others Are Saying

Much attention is being given to school matters. Editorials are written upon different phases of the work. It is always interesting to hear the opinions of the outsiders. For that reason I have quoted and condensed the following from what has recently come under my observation. Credit is given wherever possible, but as has been said on other occasions, the interruption of frequent quotation marks in edited, condensed abstracts, has been avoided.

Teach Poetry in Our Public Schools

The "extension" division of the University of Wisconsin is advocating the reading and interpretation of poetry in our common schools, as a development of the aesthetic side of the life of the average citizen.

Train the hand and the eye and the intellect, why neglect the heart, the emotions, the chief element in character? The love of poetry, inspiring and refining as it is, should be cultivated in the young by arousing a love of literary beauty, of lyrical and rhythmic song.

Let me add that wise is the teacher who finds time to read at least one fine poem a day to her class, who teaches them to memorize and to recite the gems of poesy, and has not only a love for the beautiful, but a keen sense of humor and who can lead her class in a laugh. It has always seemed to me that the collections of poems to be memorized by children are sadly lacking in humor, and that those who compile them must be sad and sardonic, to say the least. Give us the nonsense verse of Edward Lear, the humorous poems of Thomas Hood, those of Gilbert, yes, the entire Mother Goose collection, and John Gilpin, and all the rest of the hearty, healthy, funny poems. And as an alternative for the course in humorous poems, let us return for a while to the Caudle lectures of Douglas Jerald, and laugh once more over many a merry rhyme!

Newspaper English

This is what an indignant newspaper scribe has to say about newspaper English:

Newspaper English is sometimes careless, but it is virile English, with a punch, but it is a correct reflection of the spoken language. The spoken language of the average reporter is freer and far better chosen than that of the average teacher in the schools. The reporter writes at speed, and seldom has time to consult a thesaurus or a dictionary. The best proof of the excellence of newspaper English is that experienced teachers, lawyers, even ministers of the gospel, supposed exponents of correct grammar and of literary style, are always willing, yes, glad to have needed corrections in their copy made in the newspaper office.

Problems of literary construction, of orthography, of division of words, are presented every moment to the "copy reader" with which the teacher in the schools will not meet once in a term. These points must be settled at once, and so the reporter and the editor must alike become the possessors of a graphic, sharp, accurate mode of expression. Take this to heart, fellow teacher, scan the news items, and practice writing newspaper paragraphs. When you can do this as well as the average reporter, then try to teach your pupils to emulate these masters of newspaper English.

"Sticklers for Grammatical Exactitude" says a "Chronicle" editorial, seldom furnish anything in the way of living literature. However, there is a certain amount of technical knowledge necessary to good writing.

But as a teacher of English, I must take issue with the statement that the manner of acquiring this vital technical knowledge is a mere detail—that some may acquire it instructively through reading masterpieces or through learning effective speech. That may be so under certain conditions as to environment, but it cannot be so where a polyglot combination of errors of speech passes for a language. The child of the immigrant of the foreign speaking home must be given technical knowledge, so that he may have a correct standard, a reason why, and the power to correct his own errors.

Good English cannot be acquired instinctively save in a most superficial way.

Try for Effective Definition

Here is a good definition of geography:

"Geography should be a study of the world's work; not a set of facts, but great events in different part of the world * * * Events lead on to the study of man's work in the effort to conquer Nature. The great project so often under discussion to build a jetty out from Newfoundland to direct the Arctic current from the Atlantic Coast, thereby changing the climate of the British Isles is a direct result of the Titanic disaster. But like the oft-discussed question of turning the Mediterranean Sea into the Desert of Sahara and changing the climate of the North of Europe—it is not apt to be done.

When a child becomes enthusiastic and interested in the things of the age, he is receiving an impulse to do something for himself.

The School Must Save the State

Let us quote from an Eastern exchange:

The school must clarify through its training of young citizens the true meaning of citizenship.

First, it can and should teach alien and native alike the true meaning of democracy. It should make clear that political equality is a different thing from social and industrial equality.

It is necessary to keep clearly in mind in pedagogy as well as in civics that all the democracy in the world cannot make lazy and worthless men equal with active, industrious, good men; these equalities are neither social nor political, but personal and abiding.

A Reason for Upholding the Dignity of California's Place in the Union

I would detract nothing from the glory of other sections of the country. Their tradition is our inheritance; their achievement is our gain. * * * * * *

But if they belong to us, we also belong to them. If their traditions belong to us, so also our traditions belong to them. We should simply strive that California shall be given her proper proportionate place in the history of the country.

—John F. Davis, "California, Romantic and Resourceful."

Is This Protest True?

Here is a protest against our modern school education:

Too much sentiment and not enough common sense in bringing up our young.

Isn't it possible that making life easy for the children really makes it hard for them?

There is a prevailing sentiment in favor of "making it easier" for the children than it was for us.

If we could spare the children the travail of learning the multiplication tables by having them sugar-coated and administering them in jelly; we'd do it.

We've taken of late, to depriving them of initiative in their play, kindly and generously providing a play supervisor at the public playgrounds, whose diplomacy is applied to keeping the peace among the turbulent youngsters as well as inveigling them into playing the kind of games the supervisor thinks they ought to play.

Who wrote this? A school teacher?

Oh, no! It is from an article written by Helen Dare, the clever writer of the "Chronicle." And is she not right? What do we teachers know from our own experience? Can you tell?

A Laborer Is Worthy of His Hire

Is it not sad that so many of us need money so badly that we have to work for it? That the financial factor must play so potent a part in all our activities? In other words, life seems to consist of two problems: trying to make two and two equal five, instead of the actual four; and in trying to buy in the cheapest, and sell in the dearest market.

And yet, try as we will, it can't be done!

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443 Wesley Roberts Bldg., Third and Main Sts.

DEPARTMENT CONTRIBUTORS
Editorial .....Herbert F. Clark
Ten Minutes for Recess.....Lane Doyle

Editorial

School People Return to Work

By the time this issue of the Western Journal of Education reaches its readers, most school people in California, indeed throughout the country, will have returned to their accustomed place in some educational institution. For some the vacation period has been one of rest and recreation. For some it has been one of arduous labor in some other field of human service. Whatever the activity has been, most teachers will return to their school labors with renewed courage and intensified zeal.

With America pretty well at peace with a war-stricken world, with general prosperity abroad in the land, with the renewed opportunity to direct the ambitions of youth, school people generally should approach their year's work with delight.

The year will be to us pretty much what we make it. If conditions under which we labor are not what they should be, we should exercise patience, but pray for courage to assume an individual responsibility for their betterment. There is no more pathetic sight than to see a strong personality sink itself in unwholesome conditions, and finally lose its originality through constant acquiescence in untoward circumstances. The time will come when the great mass of school room teachers will have a voice in the management of school affairs. It is group-consciousness that makes for social development. So in whatever sphere of activity our lot is cast, let us reconsecrate ourselves to the great work it has become our blessed privilege to do.

President Emeritus Eliot Defines an American

Charles W. Eliot's analysis of "What Is an American" in Collier's, of August 12, is extremely interesting reading. It is a vivid portrayal of the qualities that go to make up a true American.

If we are inclined to be a little ill at ease concerning the seeming instability of our American citizenship, we ought to turn to this keen analysis, and seeing the condition out of which we have come, and the outstanding characteristics of the real American, take courage.

The true American, he says, is dominantly individualistic, "regards his government as his servant and not as his master," "acquiesces in the decision of a majority of the legitimate participants in an election or other public contest," believes first in justice, next in freedom, and in self-initiative as the basis for the planning and conduct of their lives.

Mr. Eliot's years of careful observation make his conclusions reliable, and it is encouraging to find that he justifies some of our peculiar national characteristics.

Self-Initiative and Adaptibility Prime Elements in Education

Theodore Roosevelt pays rare tribute to American education in his *Eulogy to Victor Chapman, the young American aviator who lost his life in the present conflict in France.

†Vernon L. Kellogg gave similar expression in his tribute to the American young men who served the suffering people of Belgium in the beginning of the present terrible holocaust.

Ex-President Eliot, as indicated in the editorial above, points out as one of the chief characteristics of the genuine American a definite tendency toward self-initiative and adaptability.

It is true as Mr. Eliot points out, that numerous conditions in our American life have had a tendency to develop these characteristics. At the same time, we as school people may take unto ourselves some degree of satisfaction by claiming that much of this development of these highly commendable characteristics is due to the influence and instruction of our public school system. Much of our class room work is yet too highly organized, to well systematized to admit of self-initiative and adaptability on the part of children. We are doing yet too much definite task setting, too much rigid requiring that children do this or that thing and no other. We are apt to pride ourselves on the regularity and ease of our daily program and fail to see that we are putting children through a hopper, as it were, and that in such a process we are not permitting of any degree of self-initiative on the part of the children. Adaptability to new and untried circumstances which our worthy men of note are inclined to commend. The wise teacher is the one who offers opportunity for the development of these highly desirable characteristics, and thus places herself under the commendation of these worthy American seers.

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* Collier's, July 29, 1916.
† Atlantic Monthly for March, 1916.

Ten Minutes for Recess

Old maid principals is often so overcome with bein' Principal that they forgit Principles.

* * *

There oughta be a Course o' Study for each pupil.

* * *

I like t' see a teacher who ain't too dressed-up or dignified t' play with th' kids at recess. It's a mighty small fraction of a childs edjication that he gits in th' schoolroom. Ef he learns t' control his temper by playin' baseball with th' teacher, baseball is doin' somethin' thet Geography won't do.

* * *

Edjication is measured by degrees. When a boy gits through college, he's got his first degree. How many more degrees d' you figger there are?

FLAG CODE OF THE UNITED STATES AND G. A. R. AS ADAPTED TO SCHOOL PURPOSES

By Geo. W. Wilcox, Long Beach, Cal.

In raising or lowering our national emblem it must not be allowed to touch the ground.

It should be raised before the opening of school and lowered soon after its close each day.

On Memorial Day, it should be raised at half mast, where it remains till noon, then it should go to top-mast till evening.

It should never be allowed to remain up after sundown.

The blue field, or Union Jack, must always be at the top, otherwise it becomes a signal of distress.

A valuable flag is not expected to remain up during a storm.

To leave the flag up all night indicates that the place over which it floats is beseiged by its enemies.

In raising the flag to half mast, it must first go to top staff and then be dropped to half staff from there; and in taking it down at night it must first go to top of staff and let down from there.

Half staff means a drop on the staff equal to the width of the flag or a little more.

This nation has spent in its establishment and maintenance more than $25,000,000,000.-00, two-thirds or more of which has been for war purposes, viz: The establishment of the nation, its defense, support of army and navy, pensions and war claims.

There are thirteen stripes in our flag, the red and the white, and whether emblems of purity or emblems of courage, each stripe has cost the nation more than a billion dollars. There are forty-eight stars on that flag and each star has cost the nation more than ten thousand human lives to maintain that galaxy of stars caught from the heavens above and brought to earth to live among men.

Thirteen billion dollars and more, 480,-000 human lives and more, is the toll of human suffering, that our starry emblem may keep its place among the flags of the earth.

Should we not honor it? Should we not keep sacred the day set apart by the nation in memory of its martyred defenders?

Early on the morning of the 30th of May, Memorial Day, the flag goes to top staff and then is immediately lowered to half staff, where it remains during the ceremonies of decoration, the "In Memoriam." At twelve, noon, the flag goes to top staff, for mourning hath its limitations, and the afternoon is devoted to rejoicing over the wonderful achievements of our comrades, living and dead, in the preservation of the great principles symbolized by the FLAG.

* * *

"The Avoidence of Fires," by Arland D. Weeks; published by D. C. Heath and Company, Boston, Mass.

This little book may be used in a variety of classes, and the lessons arranged to suit the school. The context may be correlated with language, civics, arithmetic, elementary science, or physics.

It contains much useful information that should tend to lessen the evil and destruction of fires. Proper care and a genuine interest in the prevention of fires could in this manner be stirred up in the pupil, with probable results that can not be estimated.

A HARMFUL INFLUENCE

Dr. Charles A. Wagner, State Commissioner of Education, and County Superintendents Cross, Carroll and Hardesty are working harmoniously and energetically to improve the conditions that exist in many of the rural school districts in this State. In their work they discover that they must meet and combat many adverse influences some of which are deeply rooted and difficult to overcome. We find in Farm Life an article relative to one influence of an insidious nature that they should take particular pains to root out. It is that of the public school teacher who does not like the country, who does not wish to remain in the country and whose preachments and complaints tend to make country boys and girls dissatisfied with their rural environment. The article in question says that the "best" teacher a certain rural school ever had had, had a distinctly bad influence in the community.

Born and raised in the country, she longed for the town with her whole soul.

She despised the rural life.

She thought all the wisdom of the world was printed in books, and that all the worth-while opportunities of life were to be found in distant cities.

She did not openly deride and mock country parents, of course, but the puplis knew without being told what her feeling was.

She was full of enthusiasm, and she found it easy to inspire them with her own toplofty ambitions.

Most of the girls in the neighborhood wanted to be Jenny Linds and Florence Nightingales. All the boys wanted to be heroes—great soldiers, poets, judges and statesmen.

None of them, of course, wanted to be great in his own neighborhood. Each thought he had to get away from home to have a chance in life.

Teacher could not, in fact, see the neighborhood.

The eyes of her soul were afflicted with that disease which oculists call hypermetropia. She could only see distant objects.

The girls in the neighborhood, feeling the impulse toward the "wider horizon," drifted away to the towns and cities.

They escaped the "deadening monotony" of rural life by becoming waitresses in hotels and workers in factories.

Some fared a little better, and some a great deal worse—but none of them became a Jenny Lind or a Florence Nightingale.

The boys, too, were full of the grand unrest. They turned their backs scornfully on the old homesteads.

Each was "the architect of his own fortune," and teacher had taught him to believe that all the building materials were to be found in distant places.

After they failed as architects, many of them came humbly back to the old district, and succeeded as farmers.

"Now as never before in the world, opportunity is found on the farm, and every school teacher should know that," said Farm Life. "There are more statesmen of real worth and more genuine poets coming from the tall grass than from the tall buildings. The wider horizon is the privilege of youth, but it is visible to everyone who lifts his head at home, while it is too often obscured by clouds of smoke to the sojourner in the cities. Do not let teacher fill the minds of your children full of cheap romance while she ignores all the beauty and dignity that should make rural life so satisfying."

It would be interesting to know how many such teachers of discontent there are at work in the rural districts in Delaware. It might pay Commissioner Wagner and his associates to sound the pupils in the districts they visit, ascertain the extent of that sort of trouble and apply the remedy. By so doing they would accomplish a world of good for the rural communities without being accused of throttling ambition. In that sort of work they should have the cooperation of the parents of the children, as they, above all others, are interested in having such children taught to respect their parents and the environment in which they live.

* * *

A NATION-WIDE CAMPAIGN FOR BETTER RURAL SCHOOLS

(By J. L. McBrien, School Extension Agent, United States Bureau of Education, Washington, D. C.)

Probably the most effective work yet done in this campaign for better rural schools was the impetus given to it by the national conference for better rural schools schools held at Nashville, Tenn., November 17, 1915. President Bruce Payne of George Peabody College for Teachers, presided. Delegates were in attendance from over 30 States. Commissioner Claxton delivered the principal address at this conference, taking for his subject, "A More Efficient School System." He stated that the purpose of this campaign for better schools is to bring equal opportunity of education to every boy and girl in America, in the country as well as in the town. As a means to this end the commissioner pointed out the necessary agencies as follows:

1. A school term of not less than 160 days for each child.
2. A sufficient number of teachers adequately prepared for their work.
3. Consolidation of rural schools with an average area of about 12 square miles for each school.
4. Teacher's home and a demonstration farm from five to fifty acres as a part of the school property.
5. An all-year session adapted to local conditions.
6. A county library with branch libraries at the centers of population, with the schools used as distributing centers.
7. Community organization with the school as the intellectual, industrial, educational and social center.
8. A modern high school education for every boy and girl in America, in the country as well as in the town.

It is the intention of the Bureau of Education to issue a series of news letters in which the eight subjects named above will be thoroughly discussed for the purpose of giving the rural schools a square deal. To this end let every agency of State and Nation be organized and put in motion. The rural school problem is the greatest problem in American education; it demands the best thought and effort of educators, business and professional men if it is to be rightly solved. The public press is to be congratulated for giving publicity to these discussions for the benefit of the entire Nation.

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THE EDUCATION OF SYLVANUS, THE HUMAN JELLYFISH

Last month I promised to tell you the story of Sylvanus. So here it is: Word was brought to a certain James Richard, who had charge of a feeble-minded asylum, to call and see a child for placement there. On the floor, wrapped in red flannel, lay a being, making grunting sounds. Its eyes did not see, its ears did not hear, it knew nothing except to swallow food like a jellyfish—in other words, it was nothing but a stomach. Now, the mother loved this being, but hoping something could be done to awaken it to a sense of its own existence, she gave it into the care of this James Richards. He carried it away with him, in his arms, as if it were a three-months-old infant; but, in reality, it was a boy eight years old, and had been named Sylvanus. He gave an hour a day exclusively to this human jellyfish that was nothing but a stomach. He sat down on the floor close to it and read aloud from Shakespeare. One day he changed his tactics, and at that particular hour he sat in a chair at the other end of the room reading aloud from his book to himself. He noticed that the creature became uneasy and whined, as if he desired something, but did not know what it was. James Richards returned to his regular position and the grunts of satisfaction given gave him belief that he had at last reached an inner something in that dormant soul. He had created a desire for something outside of itself. It began to recognize that there was something outside of itself.

Next he turned Sylvanus over on his stomach, lifted his arms and legs and tried to teach him to creep, all the while coaxing and urging in the gentlest of tones, "Now, this leg, Sylvanus, now that arm, now this leg." Some weeks later as he entered the room he was astonished to see him trying to do this himself, feebly giving utterance to sounds in imitation of his own urging each time he moved an arm or a leg. Habit was thus started. In the same way he taught Sylvanus to walk alone. Then he took him by the hand, as one would a year-old-child, and led him about with him, trying to teach him words and sentences. And slowly that dim and darkened intelligence began to waken.

It is a wonderful story. But I must hasten. Richards had a shoemaker make Sylvanus shoes; he had Susan, the cook, make him bread, and let him watch the processes. Then he showed him blossoms on the apple tree, slowly turning into apples, till one day he saw the apple fall. "Who made the shoes, Sylvanus?" he would ask the child, like in a catechism. "De soomaker," would be the answer. "Who made the bread, Sylvanus?" "Susan." Yes! Now, who made the apple?" The poor brain nearly staggered under the weight of this question, but James Richards smiled as he stooped to the poor little fellow, and said, "God made the apple, Sylvanus. God lives up in the sky—see, away up there." It took many weeks to get this last idea fixed in that feeble brain. Then he took him one morning, very early, up to the top of the house, to watch for sunrise. Slowly the golden disk of day followed the pink radiance of dawn, and he taught the child still further. "What is that, Sylvanus?" "That is the sun." Who made the sun, Sylvanus?" "God made the sun." He repeated it many times till the child could master it. Then he said, "Now, Sylvanus, who made you? The shoemaker made the shoes, Susan made the bread, God made the apple, God made the sun. Now, who made Sylvanus?" And the awakened intelligence of that poor little boy made a mighty effort and said, "God made Sylvanus." For hours he was in a state of ecstasy, leading other little boys up to the window to show them and to say, "Who made the sun? God made the sun. Who made Sylvanus? God made Sylvanus."

Then Sylvanus used to see women coming, bringing presents to their little boys, and he asked about it, and when told they were the boys' mothers, he asked, "Sylvanus got a mother?" He was told yes, and he went about very happy to think that he had a mother, too. So Mr. Richards wrote for her to come and fetch a coat as a gift. She came. She stood at the door and looked in on a room full of little boys, playing together. She was beside herself. Could it be possible that one of these was that poor human lump she last saw lying on the floor in a piece of red flannel. She called, "Sylvanus!" and he came running. She put her arm around him. "Mother!" he said. She fell to weeping.

Now, that is the story. The children ask for more. And then I tell them briefly that first the mother died. Then that the fine, splendid man, James Richards died. He had given his life to make that child a human being. And when he died, Sylvanus died, too. He could not exist without him. And that is often the way with children—they use up all our life and energy by being so feeble and so dragging upon us all the time, until we are ready to die with broken hearts over them and their being such lumps instead of what they might be, when, if only they wanted to, they could be good and considerate, and help us to have a long life and make all the world better and happier.

Told by Aunt Ella to the Arcadian children. Taken from Grizzly Bear Magazine, July, 1912.

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WHAT IS MODERN GEOGRAPHY?

(By Harold W. Fairbanks, author of "The Geography of California.")

In attempting to answer the question what is modern geography? we have first to examine the definition of geography, which has been commonly accepted and see in what our present viewpoint differs from the old.

We are all familiar with the old definition, namely, that "geography is a study of the earth as the home of man." As long as geography was held to be merely a description of the earth and of the people upon it this might answer but as soon as the subject came to be looked at from another standpoint the definition was no longer serviceable.

The statement that geography is a study of the earth as the home of man conveys no hint whatever of the viewpoint, and with modern geography the viewpoint is everything.

Under the old conception geography embraced a motley mass of facts about the earth and the people and animals upon it with little attempt to develop an understanding of the inner relationship existing between these facts. Under the old notion the fact was everything, and the relationship between facts was either unknown or considered of little value.

Under the new conception of geography the inner relationship is everything and the disconnected fact of little value. The mere fact, taken apart from other facts, that Chicago is the largest city of the West has little value. It is only when the whole set of conditions including the position, routes of travel, possibilities of trade and manufacturing, that the size of Chicago has any special significance.

In as much as geography has to do with a vast multitude of facts about the earth and its inhabitants it is of the utmost importance that we know in what relation it stands to these facts. We certainly cannot assert that geography includes everything that we have learned about the world for that would make it co-extensive with human knowledge. What modern geography really undertakes is to explain the meaning of the phenomena of nature and of human life rather than to include them and make them entirely its own.

Geography takes the facts just as it finds them in their natural settings and attempts to find out how they influence each other and what is the final result, upon the world as a working organism of the intersections between them.

Geography is, then, in the truest and deepest sense, a philosophy of Nature, viewed as an organic whole.

The purpose which we have in view in taking up the facts of Nature determines whether our work is geography or something else. If we study them from the point of view of their place in the world, of their relation to and their influence upon each other our work can be properly termed geography. If we are studying them apart from their relation to each other, if we are studying them for the purpose of gaining a knowledge of their intrinsic qualities or properties our work comes under the head of one of the many sciences and not under geography.

The simplest way to acquire the geographic viewpoint is to approach the subject from the side of the child. As self-consciousness slowly comes to the child and it begins to think and reason about its experiences in the world it does not at first separate out and analyze the various impressions. The world appears, if we may use the comparison, as one great stage upon which a play is taking place. It sees this play, this world, as a whole. Its viewpoint is then at first synthetic.

Physical, chemical and biological reactions are going on but the child does not separate out the work of the individual forces. It notices only the resultant phenomena which in their groupings in space and their succession in time constitute its environment.

The child learns from an examination of the neighborhood that the differences in slope, exposure, soil, moisture, temperature and sunlight affect the growth of vegetation, affects the character and distribution of the animals, and finally, the lives and industries of the human inhabitants.

If the child had first studied separately the facts of each of the physical and biological sciences forming parts of the world organism he could never have arrived at any intelligent conclusion as to the resultant phenomena of them all as combined in the organism.

The child might study the structure and properties of a seed, learn all about the heat of the sun, the composition and properties of water, how it falls in rain and the nature of the soil, and yet a knowledge of all of these things would give him no idea as to what the effect would be upon the seed when they were properly combined, unless he had actually seen them working in the world panorama spread out before him.

Phenomena viewed from their synthesis in Nature give us knowledge of a higher order, a deeper and more far-reaching understanding, than when viewed singly. This wider and more philosophic conception of the world we term geography.

The world viewed from the standpoint which we have indicated may be appropriately compared to an organism with all of its parts functioning. Modern geography is, then, the study of the world as a living organism.

The experiences of the child are with this living organism each part of which is carrying on its natural functions, and not with a dead organism which has been torn in pieces and its parts thrown into a confused pile.

As the child grows up his ability to make a success of life depends primarily upon his understanding the phenomena of the world about him as they operate in their group-activities, that is, as parts of the living world organism. The conditions under which he lives, under which his life will be carried on, are geographic conditions.

A rational geographic outlook upon the world should be one of the first aims in any rational system of education. It will be seen that geography thus characterized is of extreme importance in the life of every individual, and is something very different from the memorizing of unrelated facts.

If, instead of studying the phenomena of the world in their natural settings where their group activities are carried on, we divide up the content of geography, as has been urged by some educators, among the other studies of the curriculum the viewpoint is lost and with it the world-outlook which is so essential. We may truly say that thus dissected the life of geography disappears just as the life of an organism is destroyed when it is torn apart.

Geography is not an aggregation of facts thrown together without system or order, but an organic unity in which each part is carrying on its own functions. Each resultant phenomenon or reaction is conditioned by others and is different in its final form from what it would have been if isolated and acting alone.

Whether we shall have rain or a bright sky upon any particular day in any particular place cannot be predicted from a study of the individual factors concerned when taken by themselves.

Yonder tree is an organism. You can tear it to pieces and study the character and functions of the individual parts. You can examine the roots, leaves, structure of the tissue, the circulation, etc. All these are problems belonging to the science of botany.

To answer the above questions is to gain a real knowledge of the tree as a living thing. This is a knowledge of a higher order than a mere knowledge of its parts. The characteristics of the tree as dependent upon soil, slope exposure, moisture, temperature, etc., forms a problem in geography. The living tree as we meet it growing in the field is conditioned by many factors. In its turn the tree has an important influence upon other living things including the activities of men.

The living tree is only one of an almost infinite series of world problems which geography is concerned in solving. All of these problems taken together form the subject matter of geography.

Thus we gain a clear and distinct criterion for distinguishing geographic facts and viewpoints from all other facts and viewpoints.

Geography has, then, a distinct individuality and a value greater than that of any other single study in the curriculum of the elementary school for it includes the world in which the pupils live and act.

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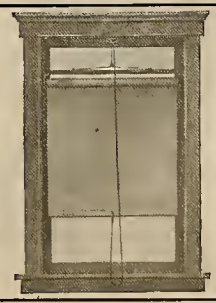

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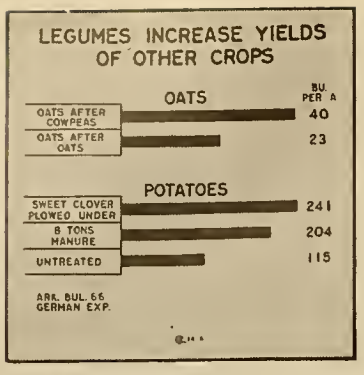

LEGUMES INCREASE OTHER CROPS

(By Prof. P. G. Holden, Director, Agricultural Extension Department International Harvester Company.)

The importance of leguminous crops in building up the fertility of the soil is a matter that should be thoroughly understood by every teacher of agriculture.

It is important to bear in mind that leguminous crops in rotation with other crops increase the yield of the crops that follow. Legume crops add nitrogen and humus to the soil.

The accompanying chart illustrates the result of experiments with cow peas and sweet clover. It shows that where cow peas were grown between two crops of oats a greatly increased yield of oats was obtained. It also shows that where sweet clover, another leguminous crop, was turned under and the field planted to potatoes, the yield was greatly increased.

This experiment was conducted by the Arkansas Agricultural Experiment Station. Its object was to compare the manurial effect of cow peas grown between two successive crops of oats with the manurial effect of stubble upon the scond crop of oats. The previous treatment of both plots had been the same, and the preparation for planting of the two crops alike. The plots were seeded to Burt oats early in March at the rate of seven pecks per acre. The cowpeas were drilled in with a wheat drill, every alternate tube being closed, and at the rate of one bushel per acre. The result of this test illustrates the remarkable fertilizing value of cow peas upon the soil.

Plot 1, oats after oats, stubble plowed under, produced 22.81 bushels per acre, as compared with 39.87 bushels per acre of Plot 2, where cow peas were grown between two crops of oats. The pea vines plowed under in September gave 74.8 per cent increase over oat stubble plowed under in March. The benefits of rotation with a leguminous crop is brought out here very prominently. Some crops exhaust the soil while others increase their productive capacity. Grow legume crops in rotation. They add nitrogen and humus to the soil.

Summary of Results

Plot No. 1—Oats after oats, stubble plowed under in October. Yield, per acre, 22.81 bushels.

Plot No. 2—Oats after oats and cow peas vines plowed under in September. Yield, per acre, 39.87 bushels.

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A WELL-LEARNED LESSON

"Well, Willie," said father as the precocious offspring returned from his first day at school, "what did you learn at school today?"

"Lots o' things," answered Willie proudly. "I learned always to say, 'Yes, sir' and 'Yes, ma'am' and 'No, ma'am.'"

"Oh, you did?"

"Yep."

TO THE TEACHERS OF ALL THE WORLD:

In your hands more than in any other lies the future of the world. You must choose whether you will train the rising generation in the militaristic spirit that has engulfed Europe in death, desolation, and misery, or, whether you will use your every endeavor to counteract the legacy of hate that will be bequeathed to the children, and will teach them that only in the time of peace is the progress of the world possible.

We appeal to you to join with us in a world wide protest against military training in our schools as detrimental to the self-control and originality of the youths subjected to it. If this world is to swing happily along in its course, it must be peopled by courageous free men and women not by races subordinated by the cowardly servility bred by military autocracy.

We appeal to you to demand the rewriting of all text books in history, so that wholesale murderers may no longer be crowned as heroes, but instead, the story may be told of those who by their insight and imagination have blazed the trail to new realms of thought, or have made life easier or more enjoyable by their inventive genius.

In a word we appeal to you to teach the truth to the children under your care, so that they may no longer be dazzled and blinded by the glittering lies of militarism, but shall see clearly that progress and peace dwell together, and that the highest happiness is reached when the world is our country, humanity our race.

(Signed)

Kate Devereux Blake, New York,
Grace De Graff, Portland, Oregon,
Florence Holbrook, Chicago.

I AM A TEACHER

Therefore

I BELIEVE in the efficacy of Faith and Hope and Love in transforming and inspiring life.

I BELIEVE that Faith is the substitute out of which any worthy future for my boys and girls is to be made; without it, I cannot teach; with it, I have the forces of life at my command.

I BELIEVE in Hope, for it makes the daily life worth living, puts gladness into the heart, paints the rainbow on the clouded sky.

I BELIEVE in Love that redeems faith and hope from selfish ends; without love for my boys and girls, teaching is a trade; with it teaching becomes a divine calling.

—Lewis B. Avery,
Asst. Supt. of Schools.

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THE BEACON NEWS COLUMN

Many of the parochial schools in the Pacific Coast States are introducing THE BEACON SYSTEM this fall. Among them are:

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Los Angeles—St. Agnes' Academy.
Los Angeles—St. Cecilia's School.
Los Angeles—St. Thomas' School.
Los Angeles—Pico Heights Academy.
Los Angeles—Our Lady Loretto School.
Los Angeles—Our Lady Star of Sea School.
Oakland—College of Holy Names.
Oakland—Sacred Heart School.
Oakland—St. Francis de Sales' School.
Oakland—Immaculate Conception School.
Oakland—Our Lady of Lourdes Academy.
Ocean Park—St. Clement's Academy.
Petaluma—St. Vincent's School.
Pomona—Academy of Holy Names.
Red Bluff—Academy of Mercy.
Redlands—Sacred Heart School.
Rio Vista—St. Gertrude's Academy.
Sacramento—St. Joseph's Academy.
San Francisco—St. Agnes' Academy.
San Francisco—St. Brigid's Academy.
San Francisco—St. Francis' School.
San Francisco—St. Paul's School.
San Francisco—St. Peter's Girls' School.
San Francisco—St. Teresa's School.
San Francisco—St. Rose Academy.
San Francisco—Star of Sea School.
San Francisco—Convent of Holy Names.
San Francisco—St. James' Boys' School.
San Francisco—St. Joseph's Boys' School.
San Jose—St. Leo's School.
San Jose—St. Joseph's School.
San Rafael—Dominican College.
San Rafael—St. Raphael's School.
Santa Clara—Notre Dame Academy.
Santa Barbara—Notre Dame Academy.
Santa Rosa—Ursuline College.
St. Helena—Ursuline College.
Sausalito—Mt. Carmel Academy.
Sonoma—Presentation Convent.
St. Vincents—St. Vincent's Training School.
Stockton—St. Mary's School.
Vallejo—St. Vincent's School.
Watsonville—Notre Dame Academy.

Alameda County Schools are taking to The Beacon Method like a duck to water.

The San Luis Obispo County schools have adopted the Beacon Method for basal work in phonics.

San Mateo County tried out the Beacon Method last year and is extending its use this year.

Colusa County is doing the same thing.

Teachers in the country schools find the Beacon Method a great help BECAUSE it is a time saver; it requires little black board work; it is so clear and definite that the inexperienced teacher can handle the system without difficulty while the busy teacher finds in the cards, etc., material to keep the first graders busy while she is handling other classes.

"Business Arithmetic for Secondary Schools," by Ernest L. Thurston; Macmillan Company, New York, publishers; price, net, $1.00.

The purpose of this bok is to give the pupil an intelligent notion of the modern organization and operation of business, a grasp of himself and arithmetical processes, and such facility in the application of these processes as will enable him to go out and make himself in the work-a-world.

The author believes with Herbert Spencer that "so far as possible the child should make his own investigations and draw his own conclusions." Constantly, in this book the pupil is asked to investigate for himself, to formulate and arrange his data, and to deduce his own conclusions.

The data is selected from the work which the pupil will use in life.

(Advertisement)
BIDS WANTED FOR TEXTBOOKS IN LANGUAGE

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Language books for the third, fourth, fifth, sixth, seventh and eighth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board. at his office in Room 706, Forum Building, Sacramento, on or before September 1, 1916.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in language," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

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EDWARD HYATT, Secretary,
Sacramento, California.

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HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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324 Phelan Building, San Francisco, Cal.
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Editorial Notes

The September issue will contain an account of the Convention of City and County Superintendents held at Tahoe Tavern, August 23, 24 and 25. The report will include a number of side lights. Snap shot illustrations, etc.

* * *

Truth is a great thing. Truth in print is especially entitled to the appreciation of mankind. The superintendents who visited Lake Tahoe will find in the beautiful book "The Lake of the Sky," an accurate article and truthful story of The Lake Tahoe Region. George Wharton James, the author certainly deserves the appreciation of all those interested in wonderful scenery for visualizing the "Lake of the Sky." Those who want to read about the scenes they have visited and to have the consent of their minds to the truthfulness of Dr. Jame's descriptions will appreciate this book.

* * *

It was a delightful surprise to learn when at Tahoe that many of the city and county superintendents believed in the teaching of spelling, reading, writing and arithmetic in the public schools. There has been so much emphasis placed upon the good in the new, that we have forgotten the good in the old. The ideal condition is a forward look, standing on the educational platform of the essential studies.

* * *

"Our Dumb Animals" is the name of a magazine, and does not refer to the fourteen nations at war in Europe. It is a beautiful magazine devoted to the interest of those who cannot speak for themselves.

* * *

The Independent of a few months ago printed a series of articles entitled "What Good Was Your Schooling." The experiment was very interesting. The Independent in summing up the situation says:

With a view of getting some light upon the much discussed question of the merits and defects of the school system, we called upon our readers in the issue of January 10 to answer these two questions:

1. Of all you were taught at school what has proved most useful to you in after life?

2. What have you had to learn since leaving school which you might have been taught there?

Those who responded represented all kinds and degrees of education and of practical life, so we have in the letters an experience meeting of the widest scope on what knowledge is of most worth.

The first lesson we learn from them is the impracticability of prescribing any single course of study as suited to all minds and future careers. Almost every conceivable study is mentioned among those which have proved most useful, and some inconceivable studies are mentioned among those most missed. Many, it is true, specify the same study, but do not agree as to what they got out of it. It is therefore impossible to classify and tabulate the answers, and we can only give in a general way their trend.

English in its double sense of composition and literature is most often mentioned. The following examples will interest our readers:

"I believe what I value most has been my love of good literature, which we all imbibed from McGuffey's old fifth and sixth readers. We had daily drills in parsing and sentence construction, but we were never once told to speak correctly."

The old fashioned reader with its "gems of choice literature," nowadays so sneered at, is regarded with gratitude by those who were drilled in it. Many of our correspondents specify the bits of poetry and prose they had to memorize as "the most useful" of all they learned at school.

"The reading and learning by heart of classic bits of English prose and poetry, starting a real love for the best in literature. Next to this, a grounding in Latin that helped much in the use of English and in the understanding and study of romance languages."—E. H. Smith, Philadelphia.

"A love of reading, a training in thought getting, in concentration—the memorizing of poems of Shakespeare, Scott, Cowper, Tennyson and others, while very young, were the best things I got at school. The seeds from which my ideals grew many years after were these stored-up thoughts of the masters."—Ethel Spriggs, Sarahsville, Ohio.

* * *

The School Trustees of California have important work to do. The teacher, superintendent and parents all have obligations in reference to the schools. The trustee, however, is the man that is placed in immediate charge of the schools. The selection of a teacher, the condition of the school house, the purchase of the supplies. The ability to keep factions out of the school and district, and to encourage the teacher in the real work of teaching the children is some real hard work. Its importance can not be overlooked. We hope every superintendent will make special effort this year to hold a successful trustees' meeting. It is as important as the institute.

* * *

The County Institute has been allowed to lag on account of the Exposition of 1915 and the various measures to eliminate it as a separate county unit. The desire to hold big sections of the various meetings of the Teachers' Association has interfered with the old County Institute in many places. Do you county teachers get the same inspiration, enthusiasm, and real educational good out of various substitutes for the Teachers' Institute. The normal school, the summer session and educational magazines have made the old fashioned academic, parsing, reading, arithmetic unnecessary. Professional enthusiasm, however, is always needed. The inspiration that comes from the pleas for better service no matter how trite, nor how it fails to appeal to the closed mind or the conservative teacher it is just as necessary as the rain is even on well prepared ground. This year the superintendents are in the field looking for men and woman who will bring enthusiasm and inspiration to the institute. In order to help those who do not want to depend on the normal schools and universities, and other regular officials, we give a few names of those who are available.

D. R. Augsburg is the best institute man on the subject of drawing in the United States. His address is State Normal School, corner Buchanan and Waller Sts., San Francisco.

Mary Carr-Moore, on music and evening concert, 234 Grattan Street, San Francisco.

Mrs. Ednah Aiken, formerly editor Sunset Magazine, on civic and social work in connection with the schools. Address care of Western Journal of Education, 770 Mission Street, San Francisco.

Signe Hagelthorne, University of California, Berkeley, Cal., on physical education. Miss Hagelthorne, if you are fortunate enough to secure her services, will be a delight and surprise to your teachers.

W. G. Hartranft, on general topics with special reference to elementary school work. Mr. Hartranft has added to many years' experience as superintendent and teacher a successful business experience, and his interpretations and discussions are always welcomed by the teachers.

Supt. Roy Cloud, Redwood City, Cal., on problems connected with the work of trustees, and practical talks on school management.

Mark Keppel of Los Angeles county, is a man of unusual force, vigor and practical ideas. He has, however, in the large county of Los Angeles, so much work that he seldom is able to respond to invitations.

Harold Fairbanks, author of California Geography, on modern geography. Address Berkeley, Cal.

The above are a few of the names of institute instructors that we know will be of service to you in making your institute successful along professional and inspirational lines.

* * *

William H. Maxwell has just been re-elected superintendent of the New York City schools for a term of six years, and leave of absence on account of the condition of his health granted him until October, at full pay. He received thirty-one votes in the Board of Education and nine were given blank or against him. One vote was cast for William Wirt of the Gary schools. Dr. Maxwell is over sixty-four years old and at the expiration of his term will have reached the age of seventy, when, under the rules, he will be retired upon a pension. Miss Grace C. Strachan was one of the re-elected district superintendents. One candidate for re-election as district superintendent, Dr. Taylor, was defeated, and he had been especially active in the advocacy of the much discussed Gary plan for New York City.

Education Notes

John D. Shoop, superintendent of schools of Chicago, was seriously injured in an auto accident at Danville, Ill., on August 28.

* * *

The Board of Education of San Francisco, is teaching civic economy in granting the use of auditoriums, vacant rooms, etc., in various schools for election booths.

* * *

Supt. A. P. Shibly of Imperial county, has sent to each graduate of the elementary schools, a card entitled "What Four Years in School Paid." The subject matter is credited to A. W. S. Ed. Bulletin. Supt. Shibly has written recently an excellent article on the Imperial Schools for the Los Angeles "Times," showing the progress of education in his county.

* * *

Miss Carrie Swope, the well known teacher of Riverside County, held a successful school of methods and school management at Berkeley, July 31 to August 18.

* * *

Casper W. Hodgson, founder of the World Book Company, is spending the summer on his Sierra ranch in Mariposa county, California.

* * *

Miss Grace Fullmer, formerly of the Los Angeles Public Schools, is now a member of the faculty of the State Normal School of San Francisco, Cal.

* * *

It is reported that out of the 600 graduates of the Los Angeles State Normal School, only about seventy-five have schools.

* * *

The Oregon Teachers' Monthly has become the official journal of the State Teachers' Association. Chas. H. Jones continues to be the business and managing editor of the journal. The September issue is well edited, new enthusiasms are always good, but alas! when the enthusiasm is gone the dead level of mediocrity appears, unless there is individual genius somewhere to uphold the standard of effort. We will miss from the Oregon monthly that independence of spirit and freedom of expression that has been its chief claim in the past. No journal can survive mediocrity that has a half dozen editors.

* * *

The Board of Education of San Francisco placed on the accredited list for positions 167 new teachers under the system of competitive examination at its June meeting.

* * *

The Superior Court of Alameda County has ruled that the Board of Education under the Workmen's Compensation Act is liable for injury to teachers and others in the employ of the Board. The Attorney-General of Wisconsin has ruled also in favor of the teachers of Wisconsin under a law that is similar to the one in California.

* * *

The State Board of Health has ruled that the fumigating of text books does not kill germs.

* * *

The State Board of Education met in Sacramento August 21-24, and at Lake Tahoe Aug. 25-26. The principal work done was the consideration of credentials and the annual report.

* * *

Mrs. Joel Snell has been made appointment secretary of Stanford University. Mrs. Snell is the wife of Joel Snell, who was one of the leaders in educational work in the Philippines, and who is now engaged in high school work in California.

* * *

Supt. Davidson of Pittsburg, Pa., addressed the elementary teachers of the San Francisco School Department on August 28.

* * *

Supt. Irene Burns of Placer county, is encouraging the schools to prepare booklets on the historical places in Placer County. A very interesting history of Iowa Hill, has been prepared by the children.

* * *

Paul G. Ward, principal of the Red Bluff high school, is preparing a program of unusual excellence for the meeting of the Northern Association at Marysville, Cal.

The Board of Education of Anderson, Shasta county, is preparing to build a new high school.

Dr. Margaret Schallenberger-McNaught has written an article for Winship's Journal of Education, Aug. 17, on "How to Behave at a Picnic."

Arthur W. Dunn will address "The Mothers' Congress in the St. Francis Hotel on Friday Evening, Sept. 1.

Ella Sterling Mighels, author of the "Story of the Files," has made a special study of "Books Children Ought to Read." Write to her, 1605 Baker St., San Francisco, for a list.

Prof. Chas. L. Jacobs of the Manual Training and Vocational Schools of San Jose, Cal., has been elected as supervisor of Vocational Education in San Francisco, by the Board of Education to take the place of Franklin K. Barthel, deceased. Prof. Jacobs is an aggressive propagandist of his favorite subject. He will have a difficult task to energize a large city like San Francisco so as to get practical results.

* * *

"How Children Learn to Draw," by Walter Sargent, professor of art education in the University of Chicago, and Elizabeth E. Miller, instructor in art in the Elementary School of the School of Education, the University of Chicago; Ginn and Co., publishers; 12mo, cloth, 264 pages, illustrated, $1.00.

The purpose of this book is to show how drawing may be taught so that the majority of children will learn to use drawing well as a common and convenient means of expression. It presents methods which insure definite progress from year to year and which associate drawing helpfully with the other interests of school life. The larger part of the book consists of a detailed description of methods actually followed in the school of education. Full records of this work have been kept, and the successive steps are fully described and illustrated. In some cases the development of one child or of a group of children is shown. This work is followed by a statement of theory—based upon experiment and observation—as to how children learn to draw. The book is especially valuable, not only for teachers of art but for grade teachers, superintendents, and normal school students, in determining the place of drawing in the school course and its relation to other subjects.

A splendid book of silhouette patterns for cutting and pasting. Contains an illustrated alphabet; silhouettes appropriate to each of the twelve months, Mother Goose silhouettes, border and book cover designs for decorating booklets and compositions on special subjects; miscellaneous designs—the rain, the farm, the circus, etc. The work is arranged to develop finger control and discriminating observation. By Ruth Dyer; A. Flanagan, publisher, Chicago; price, 50 cents.

* * *

The Buff Buckram Binding for public libraries, offices and schools. After a thorough search for a binding material for Webster's New International Dictionary that should meet all the requirements of hard and constant service, a Buckram has been selected. This Buff Buckram is recommended by the American Library Association. It is manufactured according to the requirements of the United States Bureau of Standards at Washington, and in the past two years has successfully met the severest tests of actual constant use. In color and general appearance, the Buff Buckram binding closely resembles the familiar sheep binding, and its purchase is recommended to public libraries, offices, schools and to all others who make especially severe demands upon the book. It is issued in addition to the regular bindings.

Regular edition: Buff Buckram, marble edge, indexed, net, $12.00; sheep, marble edge, indexed, net, $12.00.

* * *

SHORTHAND A POPULAR SUMMER STUDY

Every year sees an increasing number of teachers studying shorthand in the various summer schools.

The summer normal session of Gregg School, Chicago, was this year attended by over one hundred and seventy teachers, representing thirty-four States. This was the largest attendance the summer normal ever had, and the most representative. Among the teachers taking up Gregg shorthand were over forty who had previously taught other systems.

Mr. Gregg attended the summer normal for two weeks, conducting classes each day and giving talks on methods of teaching.

The University of California had an enrollment at the summer session of over two hundred and fifty teachers who were taking instruction in Gregg shorthand and rational typewriting. The shorthand department of the university was under the direction of Mr. J. Evan Armstrong, nine teachers being employed under him.

Large classes were also reported at Rochester Business College, Rochester, N. Y., at Simmons College, Boston, Mass., and at Bowling Green Business University, Bowling Green, Ky.

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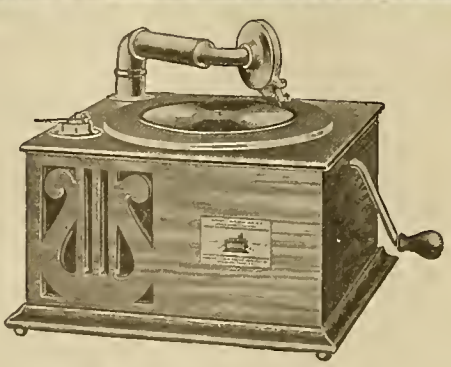

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INSTITUTE CREDITS

So far as we know Colorado Springs is the first city that allows high school credit for attendance upon a county institute.

To City Superintendent Roscoe C. Hill and County Superintendent Mrs. Inez Johnson Lewis belong the credit of this notable step in advance. The vision was Mrs. Lewis' while the materializing of it was Mr. Hill's.

Many graduates of the Colorado Springs High School get the county certificate on examination and get schools on application. They have magnified scholarship. Their high school work is wholly away from the branches studied in the schools in which they teach.

Mrs. Lewis has a first class two weeks institute. She said to Mr. Hill that it would be a great thing for the county if the students of the two upper classes in the high school could have the professional and inspirational point of view of the specialists at the institute.

Mr. Hill readily appreciated this and with the high school principal worked out a plan by which the work of these two weeks, if faithfully done, counts for a full credit—a sixteenth, perhaps,—of a year's work in the high school. It does the institute as much good to have these enthusiastic young students in the classes as it does the students to be there.

* * *

THE TEACHERAGE

When has a woman done more for the uplift of rural schools, directly and indirectly, than did Mrs. Josephine Corliss Preston, now State superintendent of Washington, when, as county superintendent of Walla Walla County, she introduced the Teacherage into American education. As county superintendent she saw how indispensable the Teacherage is in some districts and she had the heroism to insist that these districts provide a good boarding place or build a Teacherage.

Mrs. Preston's administrative skill through which she has become recognized nationally as a leader in great movements with the courage to eliminate all puttering over nonessentials, did not cease her activities in this new field until every teacher in a rural district in the county had a satisfactory place to live. As the outgrowth of her foresight, energy, courage and persistence in one county there is probably no State in the Union that has not Teacherages. Under her inspiration and successful demonstration the National Federation of Women's Clubs made a Teacherage campaign. Nearly every State superintendent has championed the Teacherage and United States Commissioner of Education Claxton has ardently joined the forces rallied by Mrs. Preston, so that there are elements of leadership quite unusual, all growing out of one noble woman's well directed efforts.

* * *

GOVERNMENT WORK IN BEHALF OF RURAL SCHOOLS

Washington, D. C., Sept. 4.—Rural education as an important national problem has had the attention of the government the past three years as never before. With additional appropriations from congress for investigation in this direction, the Bureau of Education, under Secretary Lane of the Department of the Interior, has done an important pioneer work.

Fifty government bulletins have been issued on many phases of rural education, with an aggregate issue of half a million copies. These bulletins have been distributed to State and local school officials primarily concerned with rural schools; they have been read and reproduced and utilized with the public and before legislatures until a number of the States have enacted into law many of the changes advocated and thousands of teachers and superintendents have been stimulated to a broader view of their school problems. A single government bulletin on the consolidation of rural schools has been the chief factor in securing the establishment of over 200 consolidated schools in the State of Texas in the past two years, according to the Texas educational authorities. A bulletin describing the "county unit" of school administration has already resulted in the introduction of bills for a change in the form of administration in twelve States and actual legislation in four States.

The 20,000 letters received and answered during the past three years in the Division of Rural Education indicate at once the need for this work and the appreciation on the part of the public of the government's effort to help in the rural school problem. Officers of the Bureau of Education have given on request, approximately 2,000 lectures on rural education at national and State educational gatherings in the past three years.

In other ways the government has taken a decisive leadership in the rural school campaign. The Bureau of Education organized two national conferences on teacher training for rural schools and two conferences of State rural school supervisors. Important legislation in Alabama and Texas was passed after conference with rural school officials of the Bureau of Education. A reading circle for rural teachers has been established in 42 States, in co-operation with the State departments of education. Officials of the Bureau have not only visited rural schools in the United States, in order to make available for all parts of the country the successful work done by individual schools; they have also investigated and reported on the rural schools of Denmark, Switzerland and the British Isles, in order that the American people might have at their command the benefit of the best the Old World could offer in rural education.

* * *

Superintendent C. C. Hughes introduced the "companion class" plan into his schools last year with good results. Twice as many pupils are being accommodated than under the single class plan. Sacramento's schools have grown rapidly. Mr. Hughes is fortunate in having Mrs. Minnie O'Neill, former county superintendent, for his chief deputy.

* * *

Chico.—Superintendent C. H. Camper is finding his hands full trying to take care of the rapid growth of his schools. The summer session of the State Normal, the first ever held, has just closed. Nearly 200 were in attendance. Nine diplomas were granted to students who completed the work during the summer. President Ware is one of the progressive men of the State.

Best Books on Spanish

Pitman's Practical Grammar. 112 pp., 40c; cloth, 50c.

Pitman's Commercial Spanish Grammar. 166 pp., cloth, $1.00. Spanish Grammar on Normal Lines.

Hugo's Simplified Spanish. An Easy and Rapid Way of Learning Spanish. Cloth, $1.00.

Pitman's Commercial Correspondence in Spanish. 267 pp., cloth, gilt, $1.00.

Manual of Spanish Commercial Correspondence. 360 pp., cloth, $1.35.

Spanish Commercial Reader. 250 pp., cloth, $1.00.

English-Spanish and Spanish-English Commercial Dictionary. Cloth, gilt, 660 pp., $1.50.

By G. R. Macdonald, author of **Manual of Spanish Commercial Correspondence,** etc. A complete work of reference for students and teachers of Spanish, and for those engaged in foreign correspondence, containing all the Words and Terms used in Commercial Correspondence which are not contained in the Dictionaries in ordinary use, Compound Phrases, Idiomatic Expressions, etc.

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FROM ENGINE WIPER TO COURT REPORTER

An interesting illustration of the possibilities for rapid advancement for young men with determination and persistence was the recent appointment of Mr. M. A. Moosbrugger to the position of reporter in the Children's Court, New York City.

A few years ago Mr. Moosbrugger was employed as engine wiper in a little town in Eastern Pennsylvania. Realizing the limitations of such work, he cast about for a means of entering a profession that promised more certain advancement.

Stenography appealed to him as an occupation that was educational in itself as well as being the surest stepping-stone to preferment in other lines, and he speedily became proficient in it.

The appointment as court reporter is one which often comes only as the reward of years of effort, and Mr. Moosbrugger's success so early in life, (he is just past twenty-five) speaks volumes for his proficiency. Mr. Moosbrugger writes Gregg Shorthand.

* * *

"English For Business," by Edward Harlan Webster; Newson and Company, New York, publishers; price, $1.20.

This composition text is designed to meet the needs of all high schools that aim to prepare pupils for the business life. The ultimate aim of every high school course in English is to train pupils to speak and write with clearness, accuracy, and directness upon subjects of interest, which are within their grasp. With this conviction in mind the author has included in this text such exercises as are suited to the knowledge and experience of pupils of the high school age. The illustrative extracts deal for the greater part with business topics. Such extracts are from the masters of English past and present. Business letters are discussed in a telling way and are related, whenever possible, to school life, and the daily activities of high school pupils. Business life is presented through chapters dealing with social correspondence, after-dinner speaking and parliamentary procedure.

The book will stimulate the imagination and appeal to the social as well as the practical tastes of pupils contemplating business careers.

* * *

THE LIMIT IN POLITENESS

A certain professor is unusually courteous, both in and out of the classroom. One day he made a bonfire, says the New York Sun, in his back garden. The flames, creeping rapidly through the dry stubble, frightened him, and he believed his house was in imminent danger. So he ran wildly down the street, crying at the top of his voice:

"Help! Fire! Fire! Help."

And then, as if thinking himself too abrupt and urgent, he politely added, so his neighbors say:

"That is, all those who can conveniently do so."

* * *

JUST LIKE A BOY

"Bobby," inquired the mother, "did you wash your face before the music teacher came?"

"Yes'm."

"And your hands?"

"Yes'm."

"And your ears?"

"Well, ma," said Bobby, judicially, "I washed the one that would be next to her."

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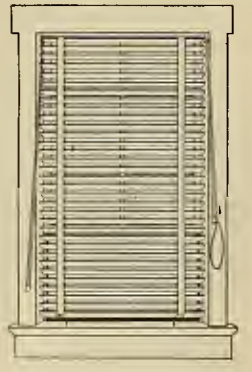

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OVERPRODUCTION

Emanuel Geibel, a German lyric poet of the nineteenth centry, wrote delightful verses. For some of his youthful readers, however, his poems had no charm. One boy voiced his own and his mates' grievance in a letter to the poet that Das Buch fur Alle reprints:

To Herr Emanuel Geibel, Lubeck, February 11, 1882. Honored Herr Geibel. We finished learning your poem, "The Hope of Spring," today. A week ago five boys had to stay after school because they hadn't learned it, and today two got something with the rod because they still didn't know it. I suppose you didn't think of that when you wrote the poem. And you are one of the shorter poets, too. Schiller is the longest, but then we don't get him until the first grade. Our teacher says that your poem is very pretty; but there are so many pretty poems, and we have to learn them all. Please don't write any more poems!

* * *

EXCHANGE OF TEACHERS

By W. C. Wood, California.

Exchange of teachers is one of the newest things in school administration. Some time ago I received a letter from a teacher in Brookline, Massachusetts, asking assistance in arranging an exchange of teachers between Brookline and a city in California. Yesterday she informed me that she will come to Oakland next year, and that her position in Brookline will be filled by an Oakland teacher. The same mail brought a request from a teacher in a Southern California city for assistance in arranging a similar exchange.

The plan of exchanging teachers for a year has great possibilities. It is good for the teacher to get away from a field of work in which she has been engaged for a number of years. It is good for her to get into a new environment, to face different conditions, to form new associations, to observe how teachers in another section are doing work similar to hers. Change is one of the most important factors in growth. When life becomes a matter of mere routine, we cease to grow. We must see new things, think new thoughts and do our work under different conditions in order to grow. "Be ye transformed by the renewing of your minds." Exchange of teachers offers opportunity for this transformation. It will be good for the teacher, for the pupils, for the communities concerned and for the nation.

* * *

HE WON'T GO OUT ANY MORE

Rough—I understand Blink flunked out.

Fusser (in agony)—What shall I do! What shall I do!

Rough—Here, don't take it so hard.

Fusser—But he was the only fellow I knew with a dress suit.

* * *

HUMILIATING

The professor was given a banner to carry, but in spite of the entreaties of the marshal, refused to open it, but marched the entire distance with it furled. When he got home his wife accosted him:

"John," said she, "why on earth didn't you unfurl your banner?"

"Had you seen what it said on that banner?" retorted John.

She admitted she hadn't.

"Well, this was the inscription: 'Men can vote. Why can't I?'"

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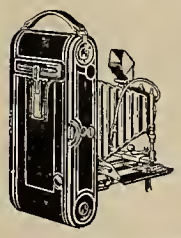
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Teacher — "Well, Jimmy, what is a witch?"

Jimmy—"A witch is like a real old maid what ain't got no husband."

Teacher—"Why, Jimmy," and Miss Gray assumed a coquettish air, "do you think I am a witch?"

Jimmy (excitedly and apologetically—"Oh! no, ma'am; you're more like a fairy grandmother."

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, SEPT., 1916 No. 9

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

World on Wheels

More and more the automobile enters into our life. Ten years ago in this column the remark was made "If a county superintendent would have the temerity to go charging up to the school houses in a spitting, popping, devil wagon, while making his official rounds he wouldn't get a rural vote in the next county election"—or words to that effect. There were only half a dozen machines then, even in the proud capital city of the State.

Now, hardly any superintendent but drives his machine. Couldn't do his work without it. Two hundred thousand machines in the State. Everybody on wheels. There is no "automobile class" any more —everybody is in the automobile class, because the expenditure is less than for horses. Not everyone can own a lovely new Winton, it's true. But a second-hand Ford at $100 can be had by anyone who could buy a good horse. The gasoline costs less than hay. The buggy and the harness cost something too.

When one comes home at night with a horse after a journey of forty miles, he must needs unhitch, unharness, cool the horse, water him, take him in the stable, tie him up, feed him hay, give him grain, maybe rub him down and fasten the door. Then the harness must be hung on its peg, the buggy must be run in, the shafts propped up. All this while your hands are stiff, your stomach empty, your body tired.

With the ancient wreck you call a machine, you come home from a journey of a hundred miles or two hundred perhaps —run into the barn, turn a lever or press a button—and you are done! That's all. Unless, indeed, some of the children are impatiently waiting to take the tired sweating, exhausted animal gambolling off over the hills twenty or fifty miles further, to a party or meeting of some kind.

Things That Pass in the Night

A few days ago I made a trip from Sacramento to Stockton, after night, fifty miles. The lights illumined a constantly changing circle in front of the machine. Every step of the way the circle was full of white fluttering moths — perhaps codlin moths, or some other insect that preyed upon the rich orchards and vineyards through which we were passing. Incredible millions of them, like snow flakes, we saw in swift progress during that fifty miles. And what incredible millions were there, above, below, on both sides, that we did not see. And the whole vast aggregation we should never have even dreamed of had we not happened along, at night, with lights. There must have been tons and tons of them.

Hark ye, how helpless a creature is now, in the face of the flying, crawling hordes of insect life. Anyone of a hundred insect pests could overwhelm the world in a few days if it were not held in check by its natural enemies. It would swarm over, crawl over, devour, every bit of foodstuff in the world—were it not for the checks and balances that nature has developed through a million years of struggle. The friendly birds, the beneficial insects and the insect diseases are working for us day and night, winter and summer, in season and out of season.

A bird that lives in the orchard works hard from daylight till dark, trying his very best to catch a thousand insects every day. The boy that lives off the orchard shoots the bird. What is the effect upon the boy and his parents and his brothers and sisters? How much food will be devoured by 1000 insects per day and their 10,000 children and their 1,000,000 grandchildren and their 100,000,000 great grandchildren, all hatched within six months?

Making Mankind Free

The automobile strikes the shackles from a million slaves and frees mankind—and womankind—from bondage. Human beings are freer to move about than ever before, freer to go and come according to their pleasure or their will. On any clear and sunny day an aeroplane high over head could look down and see the great State of California reticulated by roads, and on the roads a million persons rushing to and fro in machines, on business or diversion bent. We are living under new conditions, and must learn to shape our lives according to those conditions.

For instance, summer tourist travel has become a great industry, which must be reckoned with. Scores of thousands of persons are taking to the roads for their summer vacations, from a day or two, to a week or two, or even a month or two, at a time. They must have roads. The State Highway Commission is formed. They must have gasoline and tires and tubes and oil and mechanics and shelter and meat and bread and milk and fruit and wood and canned goods.

Joys of Vacation Travel

Everyone abroad during the past summer has seen for himself the enormous development in this direction. Thousands of cars pass through every town rigged up for vacation travel. Many interesting and elaborate contrivances are seen. Tents over or beside the machine, trailers of every pattern, beds of all kinds in the machine or outside, cut down seats, rear extensions, cupboards, chests, ice boxes, bags for the running boards, folding chairs, tables, stoves and every other ingenious device that has been so far arranged. Wonderful is the variety between these elaborate works and the simple expedient of a roll of bedding on one side, a telescope basket of cooking utensils and grub on the other. With these, people are going everywhere, anywhere, to the highest mountain tops, through the sandiest deserts, to lake and canyon and slough and river and forest and coast.

And, this summer traffic is only just begun. Its volume is going to multiply. It has come to stay. It tends to freedom, and helps to remove the shackles from the human mind.

Moving That Way

'Twould be very small for hotel proprietors and livery stable keepers to attempt to check this tide of travel, for why,

---

JAMES WHITCOMB RILEY

Where is he gone? The lengthening miles
Have lured him to the afterwhiles
And there he fares down aisles of bloom
That thrill the air with their perfume;
Yet still his song forever sings—
This man who sang of common things.

Aye, he was brother to the brooks,
Had kinship with the forest nooks,
And caught the vibrant rhyme of truth
That lines the laughing lips of Youth;
Age found him not; his heart had wings—
This man who sang of common things.

The rose adrip with honeydew,
The silvered clouds against the blue,
The friendly trees, and wind-swept grass
Gave hail to him when he would pass;
His were the summers and the springs—
This man who sang of common things.

Deep-shrined within the homefolks' hearts
Is held his simple, humble art
Which glorified the everday
And gave us joy along the way
To free our souls of scare and stings—
This man who sang of common things.

The golden song of heaven is
A poem built of souls like his,
Whose gentle songs were fashioned of
God's light, and laughter, life and love.
Where is he gone? The lengthening miles
Have lured him to the afterwhiles.
—Wilbur D. Nesbit, in "Educator-Journal."

This beautiful tribute by one of the editors of the Educator-Journal, will be appreciated by our readers. For felicity of expression, delicacy of feeling, it is unsurpassed.—Harr Wagner.

it might hurt their business. There would only be so many Mrs. Partington's, sweeping back the ocean with their brooms. They would much better add a free garage to their hotels or turn the dwindling stable into a repair shop. The world is moving in that direction and we can't help it if we would.

Now, a word to the many who will purvey in one way or another for these teeming multitudes to throng our roads in summer. These increasing multitudes are out primarily for pleasure, for rest and relaxation and enjoyment. The road makers should not necessarily follow the shortest possible distance between two points, but the pleasantest, the most attractive path from one place to another. People like to be surprised by sweeping curves, leading past a bit of woodland, along a shady river bank, up a slope for a lovely view and other things like that. They are out to see the good things of California.

The towns should make some effort and spend some money to attract and not repel this profitable traffic. They should have good hotels, fair garages, pleasant, shaded places to camp, with conveniences for fires, water and all that. 'Twill not pay a village to show a grim, unsmiling front of dead cats and tin cans to the public that rolls up on wheels.

The Country, Too

The rural regions have a duty, too. They must appear like a pleasant, hospitable country, where people can travel along the roads with joy. Do not fence in the highway tight, mile after mile, as it goes through the valley, or across the hills. The traveling public should have a chance to stop and rest occasionally, to cool off, to eat a lunch, in pleasant places along the way. If the farmer has a splendid tree beside the road, or a bright stream, or a shady nook, or a romantic rock, or a lovely view, shall he cut it off relentlessly with a forbidding barb wire fence five feet high? I see places where the road for forty miles is just a narrow dusty tube with no opportunity to get out of it for any purpose, because the hog who owns the land cared nothing for anyone but himself. These natural bits of water and shade by rights belong to the public and the public needs them. Better be generous and share them graciously when you can, lest the time come when you must give up your hold on them altogether, by force.

'Tis a delightful thing for those who raise things good to eat along the arteries of travel to expose them for sale upon the road—and a profitable thing, too. In very many neighborhoods little booths are arranged outside the yards or at the curves, covered with branches or palm leaves and displaying baskets of peaches or strawberries, boxes of oranges and grapefruit, watermelons, canteloupes, plums, grapes, roasting ears, figs, apples, attended by boy or girl or woman as salesman. The traveler loves to get fresh things near where they are raised and the farmer loves to get retail rates and cash prices. Great development will come in this direction. These sudden and brilliant displays of fruit along the way add to the interest and variety of a journey.

A Splendid Trip

One of the many beautiful journeys now open to the public is the Tioga Road. The State Highway people have just coupled it up with their Alpine Highway, over which one may drive to reach almost any of the accessible points in our High Sierras, the most unique and wonderful pleasure ground in all this world.

I tackled the Tioga Road myself with three youngsters a few weeks ago. It can be reached from Lake Tahoe, via Markleeville and Bridgeport, the two most inaccessible county seats in the State. From Bridgeport, in the center of a region of beautiful high meadows, the highway leads on to Mono Lake. Skirting its sandy shores for a dozen miles, we turn up a canyon to the right, down which comes a brawling trout stream, clear, cold, delightful. Up, up, we climb. The landscape constantly becomes more spectacular. Sharp crags and snowy summits appear above, with cascades and waterfalls spouting below, fed by the snows. We approach them, watch them, wonder at them and pass on up leaving them below. The road is elegant, a regular, easy grade, with wide turnouts and walls of protective masonry outside. It carries us up to a height of 10,000 feet above the level of the sea, the highest auto road in the State.

Thence we pass through the high meadows of the Tuolumne, and on down, down, down to the miracles of Yosemite.

It requires about a week to take this journey at leisure. I wish there were space and time for me to tell in detail the things we saw, the experiences we passed through, the tales we heard. Those are the things the reader must go and get for himself. Here is a hint for you to go, to go somehow, by fair means or foul—and a hint to some folks is sufficient.

The School Teachers' Page

Eliza D. Keith

Outlines for the Teaching of Civics

Of late many requests have been received by me for the formulation of some brief outlines upon which to base the teaching of civics, as far as possible conforming to the State text book. With these requests in view, the following have been prepared and are now presented, to be followed from time to time with further installments of the subject.

Civics is the science of government.

A community is a group of people with the same interests.

A site is the place, the location, of a city or of some other settlement.

Common interests are interests or pursuits or occupations, which all enjoy, or like, or find profitable.

Common laws are laws for all the people.

A site for a city should be chosen where the water supply cannot fail, where the soil is good, the climate healthful, and the spot within the possibilities of adequate transportation of goods.

The water supply should be pure and inexhaustible.

A slight slope to the land, natural drainage, facilitates or makes easy the disposal of sewerage.

A good climate is necessary for the preservation of health, and the capacity for extended labor.

A city or an industrial settlement should be near the source of supply for materials to be made up into manufactures.

Good government is necessary for the peace, protection, prosperity and happiness of a city, a State, or a nation.

Universal Desires

Every person desires life, health, happiness.

All want to own something. Some desire wealth for what it can buy; others want wealth for what it can do—right or wrong.

Wealth buys food, a home, clothes, education.

Wealth gives its owner power for doing good.

Wealth comes by inheritance, or by labor, either of the hands or of the brain.

Farming, fishing, mining, manufacturing and commerce are labor of the hands.

Doctors, lawyers, inventors, artists, ministers, teachers, writers, political or commercial statesmen are the chief brain workers.

Man wants knowledge, man wants to know how and why.

Man desires knowledge, therefore, man seeking knowledge, asks questions.

Education is the process of asking one's self a question and knowing, either what is the right answer, or where to find the right answer.

The process of asking questions, and finding the right answer, is called research.

The desire for education makes pupils, students, teachers, schools, universities, teaches men trades, professions and other occupations.

Man desires beauty.

A thing of beauty is a joy forever.

The love of beauty, the desire to have and to see beautiful things leads men to travel, to collect pictures and other beautiful objects, to build beautiful structures, homes, business blocks, public buildings, and develops a desire for well kept streets, gardens and lawns.

Man has a desire for religion, for righteousness or right doing.

Every people, every tribe, every nation has a god.

Man desires companionship, to be with his family, his friends.

Man likes to live in groups, in cities, to share tasks, amusements and pleasures.

Men work together to build cities, to carry on buisness.

Man sometimes pursues one desire to the exclusion of all others.

Different people desire different things, and sometimes men oppose each other in what they desire.

Men try to secure harmony, peace, by agreeing upon what can be done, how to act, and how to restrain those who make trouble.

The people or the men that the people choose to act for them, make the laws.

Harmony and the protection of every man's rights, are secured through three agencies, as follows:

1. The school, which trains children for citizenship, for membership in the community.

2. The church, which leads man to acknowledge and worship a power higher than himself.

3. The government or laws made by the people or by their representatives, for the people.

The people of the United States live under the fundamental, or foundation laws called the Constitution.

The Family

The best settlers are those with families to grow up with the community.

Families make a city of homes.

Mining towns and lumber camps are composed of men without families, of men who drink, gamble, and even kill each other.

In cities many families live in flats or in tenements, with no place in the sun, nor even in the open air.

Many tramps have no regular dwelling place, but wander at will over the entire country, begging or stealing their way.

Many children in great cities are actually homeless.

Criminals usually belong to the idle, floating, homeless part of the population.

The family and the home make a steady and respectable community.

The family satisfies man's love for companionship by giving him a home, a place, and a people of his own.

Members of a family are apt to work together for the common interest of keeping the home and the family together, and of advancing the fortunes of the family. What benefits one, benefits all. Members of a family should help each other, protect each other.

In early times, men did the hard work outside the house, while the women of the family cooked, baked, brewed, spun, wove, sewed, cared for the children, nursed the sick, and whatsoever their hands found to do; they did it with all their might.

The children obeyed their parents, worked under the direction of their parents, who showed the boys and girls of the family how to work, and in many cases, how to carry on the family business, such as farming, weaving, etc., etc.

The family through its head, with the assistance of the elder members of the family, looked out for the interests of the entire family, and provided for the protection, the health, the education, the religious training and the social life of the family.

In communities, families are neighbors, or near ones, to each other.

People with the same interests or occupations, such as fishing, farming, manufacturing, naturally came to live near each other. They worked for each other, actuated either by love for one another, or by the love of gain. This is what is called "community of interests."

A community builds common schools for its children, thereby securing for the children a better education than each family could give its children at home.

Upon the family, first upon the parents, then upon the children, rest the character, the worth of the community. The people in a city, the children in a school, are no better than they are in their homes.

Some Services Rendered to the Community by the Family

The family provides for the welfare of the individual citizen, and the family does much for the community.

In the family are developed thoughtfulness for others, unselfishness, self-sacrifice, loyalty to one's own, respect for the elder ones and for their opinions, obedience to the head of the family, and to the rules and regulations of the household.

To own a home, binds a family together, and solidifies the family, settled the family in its place in the community, develops a love for the community, and a devotion to the interests of the community. Working to pay for a home, leads to the beautification of first of the neighborhood, then of the entire community.

People who only pay rent do not care to work for the landlord. They have no incentive to plant gardens or to make improvements. People who own their own homes will naturally care more for the community than does the man who simply moves round about, or in and out of a city.

In large cities land is so valuable that men of small means, of little money, cannot afford to have homes of their own, nor even a house to themselves, so poor people crowd in tenements.

The Tenement Evil

Crowded tenement houses are not the best places for families, especially those with young children. In tenements, people live too near each other. hear each other's noises, smell each other's cooking, and annoy each other in many ways.

The children of the tenements suffer for lack of sun and fresh air, and have no place in which to play, except the street. The street is a very poor school for citizenship.

Because they are without sunlight, fresh air or proper ventilation, crowded tenements are unsanitary, that is bad for the health.

Bad people and criminals often find a safe hiding place in the crowded tenements of the slums.

The slums of a city are its foul, dirty streets with a low, vicious population.

Tenement people naturally cannot take the same interest in parks, fine streets, fine schools and playgrounds as do those who live in better quarters, and have more money.

Tenements are a menace or threatened danger to other parts of a city, for both fire and disease are apt to start in the tenement district, and to spread rapidly to other parts of the community.

Crowded tenement districts are certain to breed crime. Crime and criminals compel a city to provide police protection to the community. The police must be paid from the tax fund. The poorer the quarters, the more wretched the surroundings, the greater the poverty, misery and crime, the higher the cost of police protection, the higher the tax rate.

If the poor in a great city could have homes healthy, airy and light, there would be less poverty, sickness and crime.

The Home and the Community

When the homes of a community do not teach respect for law and order, the government must spend much money on police and other officers whose duty it is to deal with the detection, conviction and punishment of crime and the possible reformation of the criminal. Bad citizens must be made to respect the law; and to obey the law.

In many large cities the municipal government is trying to improve conditions in the tenement districts. Old, insanitary buildings are torn down and replaced by buildings constructed upon the most approved and up-to-date, sanitary principles, especially in relation to light, air and good plumbing. Open light wells, court yards, parks, swimming tanks, public baths and playgrounds are being placed in crowded districts for the sake of the poor people and the children.

Rapid transportation from the business part of the community to the outskirts of the city to the suburbs, make it possible for the workingman to own his home, to have a home with almost all the freedom, advantages and privileges of country life, and yet be within rapid reach of his place of work. Rapid transit, rapid transportation to and from business, is what makes life worth living for those who work. And the rapid transit does not need to be of the strap-hanger variety, either.

In a growing city, rents constantly increase, therefore, live in the suburbs; own your own home and promote municipal rapid transportation.

Communities now make and enforce laws to control the erection of buildings, particularly those designed for dwellings, prohibiting the erection of houses without a backyard, a certain amount of other open space, and providing against over-crowding.

It is the inner life of the family that makes a home and the influence of that home is either good or bad for the community.

All depends upon how the family treat each other.

* * *

A new volume of poems by Madge Morris will be issued by November 1st, by Harr Wagner Publishing Co., San Francisco, Cal. This will include the "Colorado Desert," "Yucca Land," "The New Liberty Bell," "Golden Gate," "Peace Conference," and other poems.

* * *

The Harr Wagner Publishing Co., San Francisco, Cal., was incorporated for the purpose of manufacturing, publishing and promoting the sale of books by Western authors. The company will also publish books suitable for supplemental use in the public schools. The aim is to furnish the pupils and teachers what they need most in their work. The home industry idea in literature has stronger appeal than communication in other lines.

Southern California Section

Under Direction of
HERBERT F. CLARK
Alhambra, Cal.

Editorial

Newspaper Cartoons vs. Educational Welfare

It is a matter of some regret at this time of the year to see appear in various newspapers of the country certain cartoons relating to the opening of school. Almost invariably these cartoons picture the teacher as some "harem scarem," and show the little boy either running away for dear life or approaching a doom greatly to be feared. We must grant that in most cases these graphic representations are made to be interpreted more or less humorously, but some of us who are closely acquainted with modern school conditions, and are most vitally interested in this great field of human service fail to see anything humorous in them. Our modern school teacher isn't a spinster of homely characteristics, with a disposition to be shunned, nor a lank male species with rod in hand and the terror of Hades in his demeanor. On the other hand most of our school women are young, ambitious, hard-working people, coming from fine homes possessed of all the traits of woman-kindness, with energy and a determination to make themselves independent in this workaday world of ours. The men, the most of them now are men of practical affairs, men who mingle with the business men of their communities, men of strong physique and personality, men whom the average schoolboy loves to meet. We must acknowledge that there is still some tendency to treat the school man and woman as mere servants of the public household, but that condition is rapidly passing, and only in the minds of narrow persons are they to be thought of as people to be cartooned and made light of in the eyes of the world.

Nor do our boys and girls look with dread to the beginning of the school year. As evidence of their eagerness to re-enter the schoolroom read what the Los Angeles Herald says on Friday, Sept. 8th, three days before the opening of school:

"While hundreds of girls and boys crowded the doorways and streets surrounding the high schools, to be sure of a place on the enrollment list, the registration of pupils in the Los Angeles high schools began today.

"According to registration already made and the number waiting for places, the enrollment in the high schools this year will be much greater than in any previous year, and the task of arranging for their care will be a hard one for teachers and educational experts.

"Los Angeles and Polytechnic were besieged at an early hour. Automobiles were forced to turn into side streets by the crowds. The new Jefferson high school, just opening, on Hooper avenue, also was crowded with eager students.

"An endeavor to distribute the registration equally so that no school will be overcrowded is being made by the authorities."

That sort of condition doesn't indicate that the boys and girls were running very fast away from school, nor that there were disagreeable experiences ahead of them.

Educational Needs For the Coming Year

If at the present time we were to pick out the dominant needs in educational work for the coming year, especially from an administrative point of view and put them in the form of educational pleas, they would run somewhat as follows: A plea for greater **simplicity**; a plea for greater **publicity**; a plea for greater **democracy**; a plea for greater **freedom**, and a plea for greater **justice**.

Simplicity—There is so much talk these days about the percentage of school funds that goes toward teachers' salaries that we begin to wonder what the end will be. Especially, does this sort of talk become prominent when there seems to be a demand for retrenchment and a more strict economy in the administration of school affairs. We are inclined also to believe that at some times it is used as a whip to make teachers fall into line and accept conditions that ought to be exposed. There was a time when 99 per cent of the funds of a school district went to pay the teacher's salary. At that time she did her own janitor work, furnished many of the supplies and was subject to no administrative overhead charges. A little later in our educational history, a janitor was hired and paid out of the school funds, supplies were bought and other expenses became legitimate obligations against the school district. As cities arose and larger groups of children and teachers came together, one teacher was picked out, and designated as supervising principal with no regular school room duties. Then came the day of special subjects, with special teachers for those subjects, a little later came special departments with an office force to supervise the special teachers of the special subjects, and now we have a special supervisor whose duty it is to supervise the supervisors of the special teachers, who teach the special subjects, and above all these we have administrative forces housed in expensive offices, equipped with mahogany furniture with a tremendous clerical force to assist the assistants of the administrative force who direct the supervisors of the supervisory force who supervise the special teachers of the special subjects, and who finally relieve the teachers who were supposed to be able to teach the children according to the intent and purpose of the founders of our public school system. The modern school system, in other words, has become almost as complex as the story of the House That Jack Built.

Now, this isn't a criticism of our modern city school system, but it is an indication of a very definite tendency in our present time to load up our systems with vast sums of overhead charges, and get the center of attention a long way from the boys and girls for whom the schools primarily exist. It is certainly a long way from the simplicity of the old sod school house, and the traditional log with the teacher at one end and the pupil at the other. We need to keep close to the fundamental verities of the service we are in, lest our labors come to naught and result in a waste of educational funds and a growth of inefficient citizenship.

Publicity—With the complex condition that exists there is the greater need for publicity in all our school affairs. The citizen taxpayer has a right to know just how and where his money goes. To say that 75 per cent goes to pay teachers' salaries and 25 per cent to overhead expense isn't very enlightening to the average taxpayer. At first thought he is apt to think that since the teachers get the bulk of the money, the only way to economize is to cut down the teachers' salaries. If such a thing should happen without a corresponding decrease on the other side, then the percentage of one would increase at the expense of the other. What we need to do is to guard against increasing in complexity and overhead expense; work back toward simplicity.

Within the teaching force a greater publicity of administrative affairs would prove a valuable service. At the present time the only avenue of publicity the teachers have is the daily press. Attendance at a meeting of a Board of Education gives one little understanding of what really takes place without access to the various reports submitted by the various committees and which are adopted in toto sometimes, without perusal and often without discussion. Hence, the great teaching force must look to the daily press for bits of information which are often given with bias and contain little of real value. Transfers, promotions and assignments come to light only after they are all confirmed and the ambitious teacher who has hoped for better conditions is left to bear her disappointment as best she may. What we need to have established is a definite seniority schedule, with the light of open day on all our transactions. Our teachers not only need to **feel** that they are receiving a "square deal," but they need to **know** it.

Democracy—Along with a greater simplicity and a great publicity, we need a greater democracy. About the only time a group of teachers as a whole gets to voice a real democratic sentiment is at a general meeting when the ridiculous custom of clapping hands takes place. About the only merit this form of expression has is its democratic nature and it sometimes speaks in no indefinite terms. Some time in the near future the tremendous power of social consciousness evidenced by this form of expression will be utilized in forming school policies; in determining school expenditures. These teachers will yet recognize themselves to be servants of the people to whom they are responsible, at the same time as citizens and taxpayers of the commonwealth in which they live, as fathers and mothers of children of their own, as leaders of the coming citizenship for future generations, with a dignity that befits the great service to which they have consecrated their lives, by the service rendered in behalf of children, they will establish themselves, and declare themselves to be the real schoolmastrs of the community in which they live.

Freedom—Coupled to these three former

needs and of equal importance is the need for greater freedom. In that little old school house above described, the school teacher was master of all he or she surveyed. Administrator, supervisor, teacher, janitor, he or she was all in one. Upon his or her own strength of character depended his or her success. These individual attributes have been cropped off, one by one, as the teacher has lost her identity in a mass of fellow-workers, until it is little wonder we have teachers arriving at just nine o'clock, and marching out, hat on head with her children at three. By the very virtue of circumstances, she has been reduced to a mere cog in a great machine, and the wonder is that her children can get any inspiration at all for a life of independence and individual freedom. She is given to understand that she must accept conditions without complaint, do her own work as best she can, and leave the rest and the results to other forces. That individual responsibility which we prize so highly in citizenship is crushed out of the individual teacher in our great educational machine. It is encouraging to see some of our leading school men reaching out toward the teaching force for direction and inspiration. It marks the dawn of a new era in educational affairs. We must some how or other work out toward a more simple form of school activities, get a greater publicity in school affairs, utilize the tremendous power of a democratic social consciousness and give to teachers a greater freedom and individual responsibility.

Justice—When this is done that other and most vital need will be met—that of justice to all parties concerned. In school work it concerns principally the teaching force and the children. It will be granted that a social group must deal justly with each of its constituent parts lest an abnormal development take place. Within a teaching force it sometimes happens that men of equal educational qualifications, men of equal or similar ability get very widely different remuneration for the work they are set to do. This is due to the fact that we as school people, try to make distinctions between different kinds of school service, and arrange salary schedules based on that assumption. We classify school activities and place a monetary premium on certain kinds of service. The result is that economic pressure starts a movement toward the favored activity to the detriment of other activities of equal importance, and this produces a constant unstable condition. Particularly, is this so to the advantage of administrative affairs, and in a sense this is at once the cause and the effect. Legislation affecting school affairs in general is left to the administrative forces. It is natural, then that the administrators should feel that their services demand a premium. This principle extended down the line in a great school system has a tendency to pull people out of the school room, out of the teaching service and place them in narrow offices with limited visions of the real needs of children. The process shouldn't be reversed, as we see it, although strong arguments could be adduced to favor it. It should at least be equalized and real teaching should not be penalized by placing a premium on mers administration. Then we place monetary premiums the farther we go into the field of mere administration, and away from actual school conditions and the children, with the result that among our administrators there is a constant tendency to manipulate affairs and obtain a greater financial consideration. All this marks an injustice to the type of character who sees service to children as the goal of school systems. The time will come when the community as a social group will do as Mr. Ford does, that is, distribute the monetary consideration on the basis that whatever service the man renders so long as he does it well he will receive the same compensation as men of like ability and qualifications.

Then again this element of justice has a direct bearing on the treatment accorded children. In our private homes, our little children are given the same consideration that our larger ones are. If any distinctions are made, we usually favor the smaller ones. We all sit in the same kind of chairs, eat the same kind of food at the same table; in fact, share all our family comforts each and each alike. Parents would certainly be called unjust who would place better and more wholesome surroundings around a part of their children and leave the others to the baneful influences of unwholesome conditions. But isn't that what we are doing with our city school children? It seems inconsistent to an unbiased observer to go to one part of a great city and see large numbers of children crowded together in unsightly buildings, with ugly surroundings, and then go to another part of the same city and see beautiful buildings, with beautiful surroundings and the children enjoying conditions not accorded their unfortunate neighbors. We understand, of course, that these things cannot be changed in a day, but it was Jacob Riis who showed us by lantern slides, how New York City had destroyed old buildings in the downtown sections, and substituted therefor modern structures with all the conveniences of modern life so that the unfortunate children of the crowded centers could have a place to breathe, to play, and to go to school.

What we need to do is to keep this sort of goal in view, and keep constantly working toward it. Our guiding principle should be that our future strength as a nation depends upon our present treatment of our future citizens and that no nation can long endure, as Mr. Lincoln so well said, half slave and half free. We must deal justly with all our children, be they colored or white, whether they live in the worst or best part of the city.

Such then are the dominant needs as we see them at the beginning of a new school year. If we can in a measure meet them we shall at least make progress toward a better school day.

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The Los Angeles depository of this concern with Cunningham, Curtiss and Welch has been discontinued.

School teachers and school officials in Southern California, who wish to see a complete line of the publications of Ginn & Company will find them on display at the new store of The Jones Book Store, 619 South Hill Street, near Sixth Street, Los Angeles. The Jones Book Store in addition to this complete display of Ginn & Company's publications, will endeavor to continually have on hand a good supply of the publications of this house, and will be glad to fill orders received from schools or dealers at a discount of ten per cent from the publishers' list price.

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SUMMARY OF PROCEEDINGS OF STATE BOARD OF EDUCATION, AUG. 21-26.

The State Board of Education met at Sacramento during the week of August 21st, convening at noon on Monday and adjourning at noon on Saturday. This meeting was called for the purpose of getting together the material for the Biennial Report of the Board.

The meeting opened with six members present, Mr. Harris being absent.

A resolution was adopted, authorizing the sending out, to certain authors and writers, copies of the Literature Readers, if it could be done legally, with the compliments of the State Board of Education and Leroy E. Armstrong.

A motion was adopted, postponing further reconsideration of the eighth grade Literature Reader until the September meeting.

The date of the next meeting of the Board was set for September 25th.

Superintendent West of San Diego County appeared before the Board and asked for reconsideration of the date of the High School Principals' Convention, in view of the fact that it would conflict with the meeting of the Southern California Teachers' Association and the Los Angeles County Institute. The matter was referred to a committee composed of President Clarke, Secretary Hyatt and Commissioner Wood.

A resolution was adopted authorizing the cementing down of the linoleum covering the floor of the office.

President Clarke read his biennial report to the Governor, and Commissioner McNaught read her biennial report.

A motion was made that the Board reconsider its action postponing the reconsideration of the adoption of the Armstrong Eighth Reader manuscript, and that it be returned to Mr. Armstrong for correction before final acceptance, with the request that the changes be made in accordance with the views of the commissioners and the chairman of the textbook committee.

The Secretary was instructed to advertise for the submission of manuscripts or texts for spellers for the elementary schools of the State.

A resolution was adopted authorizing the addition of the following books to the list of high school textbooks: Smallwood's Practical Biology; McCoy's Cumulative Harmony; Conn-Buddington Advanced Physiology and Hygiene; Elhuff's General Science; Ritchie's Sanitation and Physiology; Walter's Principles of Health Control.

The printing of four thousand copies of Bulletin No. 17—Disposal of Sewage in Rural Schools—was authorized.

The payment of the expense account of the publicity committee for the months of May, June, July and August, was authorized.

The committee on credentials made a report in regard to certain changes in the requirements for high school certification, which was adopted.

Two hundred and ninety-seven diplomas were granted.

Fifty-five credentials in special subjects were granted; fifteen conditionally; two cases postponed, and fourteen cases denied.

Dr. Stone submitted the biennial report of the retirement salary fund committee.

On Thursday at 10 o'clock, the Board adjourned to meet in conjunction with the Superintendents' Convention at Tahoe Tavern on Friday and Saturday.

Dr. Snyder, Commissioner of Vocational Education, submitted his biennial report.

Mrs. Ray submitted the following resolution, which was adopted:

"Resolved that applicants for the State Board Credential in Music or Art, who are not provided with a diploma from a recognized school of music or art accredited by this Board for the preparation of teachers in these subjects in the public schools of the State, be and hereby are required to present with their applications an endorsement from one of the above mentioned institutions or schools, or from at least one California public school supervisor of these subjects now acting in that capacity, such endorsement to be formally submitted on blank provided by this Board and stating that in the opinion of said school or supervisor said applicant for special credential is competent to teach the subject or subjects in the grade for which credential is sought, and be it,

Further Resolved, that for the purpose of facilitating systematic preparation of teachers of public school music or art, this Board, through its commissioners, invite institutions and schools offering courses for the training of such teachers to submit to this Board on or before December 1, 1916, copies of the specific course of study offered, and that these be submitted to competent California public school supervisors of music or art as critic judges in the same way in which texts in other subjects are not submitted to critic readers, to the end that the Board may determine a standard for the accreditation of such schools and a minimum standard of qualifications for teachers of music and art for the public schools of California."

Commissioner Wood read his biennial report.

Dr. Snyder was authorized to prepare a supplement to Bulletins 10 and 11, to include a complete statement of the subjects in which various institutions are authorized to recommend individuals for special certificates.

In order to meet emergencies that may arise in connection with the opening of the schools in September, a resolution was adopted authorizing the President and Secretary of the Board to issue credentials in special subjects and high school credentials until September 25th, on the unanimous recommendation of the Commissioners and the Superintendent of Public Instruction.

* * *

THE NEW GREGG WRITER

Our nergetic contemporary, The Gregg Writer, begins its nineteenth year with a circulation of 60,000, the largest circulation ever attained by a shorthand magazine.

The widespread popularity of this publication has been won by painstaking devotion to the interests of the stenographer, the commercial teacher and the cause of commercial education in general. Every number contains an abundance of material that is of immediate practical value to the teacher or writer of shorthand. It is both interesting and inspirational.

The first number of Volume XIX appears in a new and attractive typographical dress, but in the attainment of mechanical excellence the content has not been neglected. The September issue is unusually rich in articles designed to increase the efficiency of all users of shorthand.

* * *

Harr Wagner, editor of the Western Journal of Education, and author of various books, including Pacific History Stories, has organized the Harr Wagner Publishing Company, and purchased all the publications of the Whitaker & Ray-Wiggin Co. This includes the books of Joaquin Miller, a book by Theodore Roosevelt, several volumes of David Starr Jordan, "Poems for Memorizing" by Alice Rose Power, and a large number of other publications. The office is at 770 Mission Street.

Send to us for library books.

(Advertisement)

Bids Wanted for Textbook in Spelling

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbook:

A speller or spellers for the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 706 Forum Building, Sacramento, on or before December 1, 1916.

Bids for the sale or lease of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in spelling," may be submitted on or before the hour of 4 o'clock p. m. of December 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.
EDWARD HYATT, Secretary.

THE BEACON NEWS COLUMN

Superintendent Fassett has just issued through his publishers, Ginn & Co., an Introductory Second Reader of Animal Folk Tales with illustrations by the famous artist, Charles Copeland.

Learning to read by means of **The Beacon Method** gives the children such a mastery over new words that it is difficult to find enough material properly graded from a phonetic standpoint. The "Beacon Introductory Second Reader" has been carefully compiled to meet this want.

* * *

SPECIAL OFFER

Any second grade teacher whose pupils have used The Beacon Method and who is on the lookout for some easy, attractive stories properly graded, may have, free of charge for examination, a copy of this book by writing Ginn & Co., the publishers, at 20 Second Street, San Francisco, and mentioning The Western Journal of Education. * * *

Enthusiasts are usually good teachers. To use The Beacon Method is to become an enthusiast. The publishers are receiving hundreds of letters to prove this. Here are a few of them:

"You will doubtless be interested in the results of our trial of the Beacon Method in the Garfield School during the past year. As you know, we had been using another phonetic system during the previous six years, and had had splendid results, the pupils acquiring a power not secured by other methods.

"The Beacon enables us to continue all the good things of the old system, and makes a decided improvement in some of them. We think the Beacon excells in method, because of the more natural blend and the elimination of unnecessary material; in content, because more interesting and attractive; in helps, because the charts and word cards save much board work and are always available for reviews; and in results, the pupils acquiring all the power developed by the old system, with less of the grind and more of the joy of learning."—H. O. Welty, Principal Garfield School, San Diego, Cal.

"I am still very enthusiastic about the Beacon Method because it is standing so many tests. My 1A class has completed the term's work five weeks before the close of the term and are now reading a Second Reader. This class might have accomplished this with another method, but as yet none of my classes have done this while using other methods. I recommend the Beacon Method for the following reasons: (1) The Method is a natural one following the pronunciation idea. (2) The work is presented and learned in a manner which eliminates much of the 'grind work' of other methods, e. g., the chart rather than board work; only the necessary phonetics are presented at a given time, thus relieving the child of remembering a cumbersome number for a later use. (3) The subject matter in the Reader is interesting and within the mental grasp of the child. (4) Last and best of all to 1A teacher—the greater part of the phonetic work is presented in the first half of the year, leaving the time in the latter half for the much needed and constant review."—Blanche M. Smith, Primary Teacher, Garfield School, San Diego, Cal.

"Now that the school term is about over I want to write you and tell you my candid opinion of your method. I have used Beacon, as you know, for two terms and I find at the end of the second term that I like it better than I did at the end of the first. There are so many things that I like about it. In the first place, when the children come to school they learn a number of sight words that belong already to their vocabulary; words that are interesting to them. I do not find these fifty odd sight words hard to teach, in fact, the class with the exception of two or three children, learned them in three weeks. The reading chart is a great help. It saves board space for other work and it also affords the means for constant review.

"Now comes, what I think to be one of the best things about your books, that is, when the child starts to read in his book there is only one new thing for him to learn and that is to read from the book and keep his place. He knows all of the sight words and reads them readily. **Phonetic reading is not introduced until the child has mastered this first step.**

"When phonetic words are introduced, they are the very simplest one-syllable words. I find that the columns of words to be sounded phonetically are of great help to the children.

"I am very glad that I have the privilege of teaching the Beacon Method."—Ethel F. Hicks, Primary Teacher, Garfield School, San Diego, Cal.

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RECONSTRUCTION

The Reason Why

Edited by Ednah Aiken

There are, in fact, two reasons for the establishment of a department called "Reconstruction." The first is a local and an obvious one. The last visiting school surveyor has left San Francisco with the wet notes of his report. Soon we shall be receiving installments of the composite survey on which Mr. Claxton and his assistants are at work. "And then what?"

Is San Francisco ready to carry out the expected suggestions? Who are the citizens we may expect to enlist for a long, patient campaign against content and ignorance? Which are the societies whose educational committees are preparing their year's program with determination to forward the coming plan? This department hopes each month to publish a bulletin of such activities; desires to be the faithful chronicler of all self-conscious or current-directed effort which has for its object the education or welfare of the child or of the immigrant who is the child of the State. Out of the scattering sounds a clearing, composite note may come; antiphonal voices may fall into unison, blend into a symphony of sympathetic endeavor.

There should be a stage, a clearing house for these unrelated efforts. Else choruses clamoring loudly for pre-vocational training, for example, might easily drown quieter demands which beseech for opportunity of choice for the child of the public schools. Insistance upon vocational opportunities might easily obscure the other rights of the child, dim his other inheritances. Child of the poor, and we allow him to pass into adult life without a trained sense of beauty, we have defrauded him of his aesthetic inheritance, of his sense of freedom of choice; child of the rich, and we fail to give him the sense of social service and the realization of toil, we have robbed him of his potential value as a citizen. Lacking a regular forum for the exchange of cherished plans, the will to support the survey report might easily be diverted by some fervid disciple of an unrelated idea. Whereas the effort to help the school is the effort to forward the experiment of democracy. It is related to every fine impulse of civic endeavor.

Unless the educator or reformer brings to his task or mission a full sense of the interrelation of our large modern problems, he is apt to lead his followers into a blind alley. The man or woman who would help with the urgent issues of today must have a balanced view, must see life clearly, and see it whole. The need of the public school is the thrill of a conscious purpose. Could we supply that lack, we might discover that we were revitalizing the meaning of democracy.

Early the young Teuton discovers prepared thrills in the potential value of his body as a shield in times of danger for the more valuable body of a Hohenzollern. Might not young America find a prepared thrill no less compelling in the potential value of his directed activity as a shield in times of danger for the high ideals of democracy?

* * *

Even more insistent, though perhaps a trifle less obvious to the city-conscious citizen, is the second reason for the installation of a Department of Reconstruction. We are facing a period of renovation such as this world of battlefields has never known. Crowns may crumble; yet is democracy quite secure? The old world may yet rock with revolution; do the grumblings of discontent in our own country say that our unrest is but a sympathetic contagion which will pass with a European armistice? That we have no superstitions or tyrannies? This is called the war of the old men. Where are the young men who are to bring to the coming reconstruction the knowledge of the real causes of national and international convulsions? Many of them yet in the schoolroom; the statesmen of the reconstruction probably today poring over a problem of short division!

> **The need of a system of education adapted to stimulate a sense of public responsiblity and to bestow on the American citizen some kind of moral cohesion is only too manifest. It is the great lesson of the war for the American democracy. A genuinely democratic system of moral training must promote not only a sense of public responsibility and a disposition to make personal sacrifices, but vocational competence, livelier human sympathies, intellectual alertness, adaptibility and tenacity, and an imperturbable faith in the great democratic enterprise of indefinite individual and social improvement. Whenever such a system is devised and generally understood, there will be sufficient reason for making it compulsory and universal.**
>
> **—From "The New Republic.**

It is in the school and in the rare forum-like home where sound ethics applicable to the "daily dust of life" are being taught. Rare is the pulpit which attacks the fundamental problems of modern living. It is to the school, therefore, we must turn, if we are to meet and help our coming statesmen, still in cap, or, perhaps, in girlish pinafore. If we are to serve the coming reconstruction, we must find our way first to the little red schoolhouse of the yet unawakened Lincolns.

Yesterday the times were as set as dried cement. Difficult it appeared then to get an idea "over," or any reform into circulation. Today, the world of ideas and customs is in a state of flux. Never was thought more fluid, more hospitable than it is now, passionate and prejudiced as it appears to superficial view. Middle-aged men and women with the far vision yearn for a vanished youth; for the rich experience awaiting those schoolgoing groups who are the happy heirs of less fortunate ages. "Bliss was it in that dawn to be alive, and to be young was very heaven!" cried one who realized the meaning of the French Revolution, because he had had the vision of the unfolding reconstruction.

The theory that the world needs the impact of occasional war to push it towards its improvements, is about outworn. We have discovered that those improvements would have worked their uninterrupted way towards a slower, but healthier introduction. We have been set questioning the value of a prod of such sacrificial violence. Even did we accept, however, the old man's promise, that the sacrifice is good for humanity, for the surviving remnant, is that remnant preparing to make good the sacrifice? "Each individual sacrifice, each humble death," one clear, local voice has cried, "we must redeem, you, I, by heroic, conscious endeavor."

Redemption means aiding in the work of reconstruction; it means shaping a near-heaven, at least for those who are to inherit the dawn. The war has shocked us into the realization of our habit of untrained thought, our love for inherited opinions. As a nation, we were caught unawares; our national house was not in order. We were not ready for our problems, for those uninvited guests which stumbled in upon our satisfied confusions.

That we have not been trained to think internationally is less tragic, perhaps, than the fact that we do not yet think nationally, or as a composite individual, except in matters of wounded pride. We still think individually, enlarging our consciousness occasionally to dictate in terms of a sect, or of a party politic. But we stand as watchers for the dawn which will usher in a national conscience and at least one great discovery: that Christianity and democracy rest on the same rule of brotherhood, and that both are yet to be given a trial.

* * *

In the hope of placing the accent, in the coming recommendation of the Federal Surveyors of the Bureau of Education, on the need of a system of ethical training in the public schools, the San Francisco Congress of Mothers, following up a request made of Dr. Claxton last spring, arranged for a lecture to be given by Mr. Arthur W. Dunn, specialist on Civic Education. The meeting was held on the evening of the first of September, in the ball room of the St. Francis Hotel, Mrs. Frank H. Harris, president of the Congress, officiating. Members of the Board of Education and of the San Francisco School Department were the guests of the Congress on that occasion. For those who were unable to benefit by Mr. Dunn's suggestions, the Journal obtained the following digest:

> The function of the public school is to produce a good type of citizenship.
>
> There is no other sanction for the existence of the public school.

On Civic Education

(By Arthur W. Dunn)

During the last decade there has developed a remarkable interest and expression in civic and social affairs. Civic organizations have multiplied. A great deal of action on the part of groups of people has been ineffective because of a lack of direction, of co-operation. Many of these "movements" effective and ineffective have been treated in pamphlets issued by the Federal Bureau of Education.

Civic education, when you come to think of it, includes almost all of education; it is difficult to say where civic education begins or ends. Civic education is an aspect of education. To produce a good type of citizenship is the reason-for-being of the public school. There is no other sanction for its existence. Civic education, you might say, is the training of the sense of membership. The child is a member of the school, of the home; later he discovers the neighborhood, then his State, and on through the broadening circles of human experience. We err when we speak of education as a preparation for citizenship; citizenship begins with the entrance into school, with the acceptance of the debt arranged by compulsory education. Responsibility rests from that instant upon the school boy or girl; the responsibility of membership, of a debt to be paid. The efficient teacher accents the methods of payment, by homely and inconspicuous activities as well as by those more heroic. Even in the first grades, she is able to teach and illuminate social service; each accruing experience affording a fresh illustration. For knowledge must be taught to function. The essential thing in analyzing any phase of community civics is to study function and result.

To illustrate: In one of our cities a prize was offered to the child whose activity would collect the best proof of effective fly-swatting. There was an immediate "functioning." But the result? It was discovered that some bright children were breeding and hatching flies in putrid meat in order to swell their prize-drawing proofs.

There was a blizzard in Indianapolis, and a heavy snowstorm. The children experienced great inconvenience in the getting to school; the school was almost depleted. A teacher of the new method had her class enumerate the inconveniences resulting from the snowstorm; loss of business, loss of time; financial loss. Her class debated the matter of responsibility. Whose business was it to remove the snow from streets and doorways? The legal rights fell under a discussion which was carried to the home, and became a part of the home argument. The organization of their city, and the function of its various parts, was analyzed in class. In the meantime, the snow still rested, blocking regular routine. The children became inflamed with civic zeal. Some of their suggestions were aborted; one was made effective by the co-operation of their parents, and the small matter of a few days' inconvenience resulted in a broader community civic interest and training of adults as well as of the children. The removal of the snow from his own plot of ground by each plot owner was the least of it. In this case, we see both function and result.

These and other instances of bad and good result illustrate a method of study: (1) Concrete, direct handling of every-day living material close at hand; (2) Children brought into contact with the problems of administration, and public business; taught to reason personal rights and methods of attack; helped to debate just and unjust pleas; trained not to act on emotion or impulse, but to ask information, and to form judgment on collected evidence; (3) Relation of the family, individual and taxpayer to the community needs and to economy; (4) The need of accuracy before and with action.

To go back to the interest taken these days in community civics and social problems: we can see that the need today is a method of procedure. The lesson the children learned is also a lesson for us all. We need to find out what we want, and why we want it; to ascertain what resources are at our command which might aid in the achieving of the desired end. There should always be a careful study of conditions before an attempt to act. Thought should function, but the result should be first weighed, the result to the community. Citizenship, as has been said, connotes membership. The hand is a member of the body; it receives its impulses from brain and heart; it keeps its membership as long as it is attached to body through which those impulses pass. Should the hand be severed, it is still a hand, but no longer a member of the body; it has no source of supply; it cannot serve; it is nothing. The individual is a member of the body politic, at least as long as it retains relationship with the community life. The sharing of community privileges should suggest the sharing of community responsibilities. We should cultivate the realization of membership; in the schoolroom should be developed a community consciousness, the sense of immediate citizenship.

* * *

Mrs. Frank H. Harris, president of San Francisco District Congress of Mothers, said:

The value of Mr. Dunn's lecture lies in his practical, concrete suggestions. As mothers it is not only our right and privilege but our duty to see to it that the child's activity always bear a functioning relation to life, and as a composite club mother we should heartily support and insist upon the finding of a way to make such functioning bear the fruit of a practical and happy usefulness in life.

Many of the means used in the modern method of civic education now pushing its quiet and slow but sure way into the school room are simple, homely means, and the daily instruction in the widening circles of relationship passes by the unobservant mother and is neglected by the apathetic and uninspired teacher. It, therefore, becomes our duty to see that this relation to life idea find hospitality in each of our school rooms, that the debates of our children bear a direction to the life of today and to the community in which they find themselves, and that these discussions are followed up with suggestions for applied action.

We should request that tests in original and courageous thinking take precedence over tests in memory, and that the plastic childish minds be trained not only for accurate repeating and for accurate, truthful reporting in all things, but also to detect a false premise even though it wear the deceptive garb of worthiness and of transient popularity.

* * *

Mr. Dunn was particularly felicitous in the selection of his illustrations. We realized afresh that evening the responsibility of the teacher. The subject of study is not so important as the way it is treated. The introduction of new departments of study is less urgent than inspirational intelligence applied to the old. New wine for old bottles! Arithmetic may be vitalized by application to immediate, every-day experiences: cubic feet of snow on a popular thoroughfare. History, science furnish inexhaustible material to an alert teacher for class debates. It is not new studies we need, but a new method of teaching.

—Edward B. de Groot.

Director of the department of Physical Education, Athletics and Neighborhood centers.

* * *

To the mother come the problems of child education the nearest. No one expects more of the new education, no one desires more wistfully the benefits of instruction which teaches by practice the idea of membership, of the responsibilities towards everwidening circles of relationships on which Mr. Dunn in his helpful talk dwelt. Therefore, the Mothers' Club offers itself as an aid in the establishing of an educational system which may "function" through the daily life of childhood. Whether the Mothers' Clubs will help as audience, as a sympathetic ear, or as crusader, or rooter in pushing the idea of responsibility forward, their method is inconsequental. The Mothers' Club has followed a blind impulse in its reaching out after the home-escaped child; if the impulse accept tuition in citizenhood, in a drilling of the social sense, it may be ready for the revelation of why it "Came Out of the Kitchen" into the more exacting open.

—Editor.

* * *

Civic education teaches the importance of a beautiful city—not alone physical beauty, but moral and economic beauty.

—Irene Milton MacMasters.

President San Francisco City Federation of Women's Clubs.

* * *

Civic education aims to teach the citizen his duties to society and how he can perform his economic, political and social functions to the best advantage of himself and the commonwealth.

—Edward Krehbiel,

Department of History, Stanford University.

WHAT IS CIVIC EDUCATION?

This Question, Asked of a Group of Representative Citizens Reaps a Rich Harvest of Opinions

The term "civic education," employed in referring to courses given in our public schools, is usually limited in its application to subjects of history and civic government. The term, however, has a much broader significance.

Civic education should mean that the student, particularly in the elementary schools, be taught the significance of citizenship. He should be taught history for the traditions of government; and civil government for the purpose of learning something of the forms and machinery of administration, but over and above that he should be prepared for his duties as a member of the community. The ethics of citizenship should be instilled in the child's mind—he should be impressed with the idea that there is a community of interest among citizens and that co-operation for public weal should triumph over selfish interests. The child should be taught the rudiments of social hygiene, so that in his life, social, physical and economic, he does not become a menace, morally, physically or mentally, to the health of the community. Idealism should be the keynote of such an education, and individualism should be placed in a subordinate position. Train the child to believe that there is as much patriotism in being a clean minded and unselfish citizen as there is in marching off to war, and make him feel that the opportunity of every American to be President sinks into insignificance when compared with his opportunities as a good citizen.

—Adolphus E. Graupner.

* * *

"Civic education means the instilling into the minds of the members of a given community the duties and obligations which they owe thereto and an honest and intelligent exercise of citizenship for the general welfare of society."

—A. W. Brouillet,
Attorney for S. F. Council of Labor.

* * *

We are apt to confuse the term civic education with the study of civics. Text book instruction in civics is not civic education, neither is it well-taught civics. Laboratory work is given to supplement and to illuminate the study of chemistry; trips to parks and museums vivify the dry classifications of zoology; why should we not carry our boys and girls into the conference rooms of our administrators and legislators? Why should we not allow them to measure for themselves the difference between our ideals and our realities, and in that way give them a realization of our problems they can in no other way surmise? Civic education, especially for boys and girls of high school age and of the freshman and sophomore classes, ought to be clinical.

—C. S. S. Dutton, D. D.

[In the next issue of the Journal there will be an elaboration of this theme by Mr. Dutton.—Editor.]

A system of education maintained by the State, has as its fundamental purpose, the making of good citizens for the State.

Who is a good citizen?

He, who loving his country, loves honor and justice, even more than his country.

If the love of honor and justice makes a good citizen, then the task of civic education is to awaken in the mind and heart of the child, this brave affection.

This love is the key that opens the deeper intelligence; it furnishes the one touch—stone by which all values may be determined; and it is the clue that can lead us out of the labyrinth in which our insane experiments in educational means, has involved the children of this nation.

If this love of honor and truth does open the deeper intelligence, then we can reverently leave our youth somewhat more alone, instead of so persistently dabbing at them our spoons of pre-digested pap in its vicious varieties. We can simplify the mentally devastating complexities of the modern public-school curriculum; and beyond our simplified course in the essential humanities, we can trust youth to make its own choice, instead of as now, making no choice whatsoever, and emerging (as the average boy or man does now so pitiably emerge at the end of his term of education) robbed of his zest, robbed of his mental charity, robbed of his initiative and with no touch-stone at all, in his possession.

So emerging, he must learn decent citizenship (if he ever learns it) in despite of politicians and in despite of the flag he has saluted so continuously; and which he has likely enough come to regard as the symbol of that crowning unintelligence in patriotic abbreviation in "My Country! Right or Wrong!"

Honor and Justice make the strongful citizen —the truer Patriot.

—Bruce Porter.

* * *

In a democracy, every proper citizen has a very positive definition of what the civic education of every other citizen, proper and improper, should be. None exactly agree. So they dispute. The process of disputation is civic education. Let the process endlessly proceed, for if ever it should cease, then there would be no civic education . . . and no democracy.

—Frederic Burk,
San Francisco State Normal School.

* * *

Civic education is the training in youth of all the faculties of body and mind, along those lines that will best fit the adult to function as an individual in harmony with the best interest of society. These interests demand that the individual shall first be self-supporting, and then that he perform his duties as a member of the body politic.

—Alice Kohlberg.

* * *

Civic education means the awakening of the individual to an appreciation of the value of citizenship and his corresponding debt of responsibility to society and the commonwealth—which debt he must pay in very concrete form. Therefore, mere instruction in the forms of government is not sufficient—the concrete ways in which the debt may be paid must be pointed out.

—George L. Bell,
Executive Officer of the Commission of Immigration and Housing of California.

* * *

The success of democracy depends upon the intelligent understanding of citizens of problems of democracy. Educators and social leaders do first of all understand and appreciate the critical value of such knowledge. Not that mere knowledge will solve all our problems, but they put us on the way towards their solution. Conscience is an empty thing until we give it a definite content. This will be supplied best by intelligent education along lines of civic duty and responisbility.

—Martin A. Meyer, Ph. D.

* * *

There seems to be a growing demand for the more adequate teaching of morals in the schools, especially with reference to the making of good citizens. It is difficult to teach morals directly, or apart from the concrete subjects about which morals grow. We have, however, in the great subjects of the conduct of government, business and society, just the kind of material to furnish us with innumerable moral examples.

School life is citizenship life, so civic instruction, necessarily, begins with the first day of school. The whole course of instruction, every study, can, and should be used to develop certain civic virtues which are absolutely necessary for harmonious life whether in the family or community, local, State or national. By these virtues I mean thoughtfulness for others, the spirit of self-sacrifice, of loyalty, having respect for the opinion and property of others, obedience to lawful authority and to the laws established for the common good. If the schools did nothing more than inculcate reverence and respect for the above-named virtues, the United States would be a nation of model citizens; many of the reproaches against our educational name would be removed.

The set instruction in the subjects in the last year of our grammar grades, with the use of a book, I think advisable. It gives familiarity with the broad view of the constitution of the State as well as that of the United States. It also admits of as full a treatment of local or current problems as time and the crowded course of study will permit.

—Geo. E. Gallagher.
President Board of Education.

* * *

Because our educational methods are still largely bound by routine, it is easy for the teacher to fall into ruts. Very difficult, rather, is it to escape the numbing process of precedent and practice with any inspiration to spare. Not often, indeed, do we find an educator willing to resign his classic garments of historic accuracy for warm-hearted prophecy and inspirational suggestion. Such is the attainment of Dr. William H. Davidson, superintendent of public schools in Pittsburg. Concrete as were his records and advice, during his recent visit in San Francisco the chief value of his several talks lay in the quickening of his hearers' imagination and sympathy. Speaking of the school survey of San Francisco, then nearly completed, Dr. Davidson, at a small meeting of members of the Public Education Society, Chamber of Commerce and Board of Education, touched on Result: "Something more than scientific precision and accuracy must be brought to the school problem; something finer than superstition or content. If you would have

beauty, you must bring then 'high imagining.' To the sea-shell's spiral round, 'Tis your heart that brings the sound."

* * *

It is coming to be demonstrably true that out of the heart are the real issues of life.

—E. D. Starbuck.

* * *

THE AIM AND PURPOSE OF THE PUBLIC SCHOOL

(A Report by Mrs. George Wale)

The San Francisco Congress of Mothers, at their regular monthly meeting held at the Civic Auditorium on Wednesday afternoon, August 23rd, gave to San Franciscans a wider opportunity of hearing Dr. William H. Davidson, Superintendent of Schools of Pittsburg, Pennsylvania. The Parent-Teacher clubs and Mothers' Clubs from all sections of the city sent their representatives. Dr. Davidson said in part:

Childhood, the most evanescent period imaginable, is our golden opportunity. Mothers deal with plastic material, and good methods of training should be employed. Home and school should be in sympathetic accord with the tender needs of childhood. It was Froebel who said: The teacher is the other mother of the child. The normal American home comes into close relation with the school; we find both striving to realize spiritual values.

The age demands more of the elementary schoolroom than the three R's. It demands enrichment as well as elaboration. The overloaded or badly ordered program demands elimination of some subjects and readjustment of others. The high school is being accented, the importance and enrollments are increasing every year. This is due, of course, to the enrichment of the high school course. We have added art, music, agriculture, with the idea of popularizing civic gardening and beautifying; manual training; civics, which subject has been vitalized into new significance. Much of this splendid progress is due to the informed demand and initiative of the parental public.

The two platoon system has been adopted with good results in Pittsburg. A school building designed to accommodate seven hundred pupils may serve twice that number by the relay system. The teachers find themselves classified as instructors of fundamental subjects, or as specialists. Efficiency is working itself into school management. The larger use of the school house as a social center, as voting place, or conference assembly room, is being widely advocated. Pyschological clinics, medical clinics, and dental clinics are becoming everyday needs. All these departures from previons practice tend to raise the standard of citizenship, which is the aim and purpose of the public school. Civic righteousness is still the educational goal as it has been since Socrates.

* * *

THE PUBLIC EDUCATION SOCIETY OF SAN FRANCISCO

Inspired by the same desire for efficiency and social betterment which has brought about, of late, such rigid analysis of all our institutions, political, industrial and economic, the public school system of the United States, that most typical of all American institutions, has been of recent years the subject of the most searching criticism and serious study upon the part of all the educators of the nation and of most public-spirited laymen, as well.

Fortunately, the wave of "school study" and "school reconstruction" did not spend itself before it spread from coast to coast. San Francisco, too, was caught in the current of the desire for educational efficiency, and because of her wish to base any needed reorganization or change in her school system upon the best modern practice, she extended through her Board of Education, a most cordial invitation to the United States Bureau of Education to make a survey of her public schools.

The actual field work of the United States School Survey Commissioners has now been completed—the finished report will not be ready, however, for several months.

But after the survey has been published, what then? The best intentioned Board of Education can make no headway against an uninformed and apathetic public.

For this reason, in the spring of 1916, a group of earnest citizens, who had been identified for the past three years in the movement for better schools, organized the Public Education Society of San Francisco, on a basis broad and liberal enough to take in all the citizens of the community and unite them in common action for the good of the public schools.

"Uniform action for the welfare of the public schools" is the watchword of the society, and its purposes as officially stated are as follow:

"To concentrate the forces aiming to give San Francisco the best possible system of public schools."

"To provide a clearing-house for all agencies and individuals interested in the public schools."

"To provide a convenient meeting ground for school people and laymen."

"To provide for the spreading of exact knowledge and for the study of every phase of public education in San Francisco."

"To provide for continuity of effort for the improvement of educational conditions."

AMY SUSSMAN STEINHART,

Secretary Public Education Society of San Francisco, September 11, 1916.

Executive Committee: Mr. H. U. Brandenstein, president; Dr. Adelaide Brown, vice-president; Mr. A. W. Brouillet, treasurer; Mrs. Jessie H. Steinhart, secretary; Mrs. E. L. Baldwin, Mrs. A. E. Graupner, Mrs. F. Harris, Dr. S. Langer, Mrs. A. L. Lengfield, Mr. B. F. Schlesinger, Mr. Robert Newton Lynch, Mr. J. W. Mullen, Miss Nonnan, Mr. C. W. Pike, Mr. Bruce Porter.

Appreciation

(By Thomas Bailey Aldrich)

To the sea-shell's spiral sound
'Tis your heart that brings the sound.
The soft sea-murmurs that you hear
Within, are captured in your ear.

You do poets and their songs
a grievous wrong.
If your own soul does not bring
To their high imagining
As much beauty as they sing.

A MESSAGE FROM THE MEMBERSHIP COMMITTEE

The Public Education Society of San Francisco, is the reorganized School Survey Committee, made up of that group of public-spirited citizens who, through their interest and financial support, have made possible for San Francisco, a survey of the school system by the Federal Bureau of Education.

The society has come into being through three years of steady growth, the foundation stone being interest in our public school problems.

The future offers an opportunity for service, given to few organizations in any community—service to our schools and through our schools to our children—the citizens of tomorrow.

The publication, in the near future, of the report of the United States Bureau of Education will offer San Franciscans a rare opportunity to come together on a platform of common interest. To study, to digest, to put into actual operation, through organized effort, the recommendations of the Survey, will be the next step.

To do this effectively, the society membership must include every individual and organization interested in our public school problem. The Membership Committee is therefore issuing a general invitation to all such persons and organizations.

Individual membership will be of two classes: Regular and Sustaining; the annual dues being respectively, $1.00 and $10.00.

Corporate membership may include organizations interested primarily in public education or having a special committee on education. The delegates from such organizations will be members of the council of the society. The annual dues for delegate membership will be $5.00.

ELISE W. GRAUPNER.

Membership Committee: Mrs. A. G. Graupner (chairman) 2009 Jackson Street, Mr. Milton Blanchard, Miss Laura McKinstry, Mr. C. W. Pike, Mr. Bruce Porter, Mrs. Frank Harris and Mrs. A. L. Lengfeld.

* * *

The Home Teacher Act has resulted, in San Francisco, in installing, thanks to the ever alert public spirit and generosity of the Jewish Council of Women, one Home Teacher. This splendid organization is paying the salary of the one Home Teacher of San Francisco, giving to the John Swett School and its neighborhood the privilege of the kindly services of Miss F. Fox, who visits the homes of the parents, organizes classes and social gatherings, and in many cases of foreign homes, is the link between a strange world and a wistful new hearthstone. In a cosmopolitan city like San Francisco, the Home Teacher is an obvious necessity. It is to be hoped that other organizations will follow the example of the Jewish Council of Women.

* * *

CALIFORNIA CLUB

The Department of Education of the California Club, Mrs. W. A. Hammond chairman, meets on the third Thursday of each month, at one thirty, in the rooms of the club, 1750 Clay Street. On Tuesday, the regular meeting day of the club, the program was directed by Mrs. Hammond, who arranged a discussion: Resolved, That judges should be appointed. The affirmative position was taken by Mr. George C. Sargent, the negative by Mr. Wilson H. Sigourney. Miss Margaret B. Curry is the active president of this organization.

* * *

EDUCATION FOR CITIZENSHIP

The faithful and intelligent citizen is the final object of education. Citizenship in America is "implicated in almost every human relation." "To train for good citizenship is to train for domestic virtues, for social decorum, for industrial and commercial rectitude, for political righteousness."—Henry Van Dyke.

* * *

A great city is that which has the greatest men and women,
If it be a few ragged huts it is still the greatest city in the world.
The place where a great city stands is not the place of stretched wharves, docks, manufactures, deposits of produce merely,

Where the city stands with the brawniest breed of orators and bards,
Where the city stands that is beloved by these, and loves them in return and understands them,

Where the citizen is always the head and ideal, and President, Mayor, Governor, and what not, are agents for pay,
Where children are taught to be laws to themselves,
There the great city stands.

—Walt Whitman.

Training for citizenship is formal and nominal unless it develops the power of observation, analysis and inference, with respect to what makes up a social situation and the agencies through which it is modified.—John Dewey.

SAN FRANCISCO DISTRICT CONGRESS OF MOTHERS

The regular meeting of the San Francisco District Congress of Mothers is held on the fourth Wednesday of each month, at one thirty, in the Civic Auditorium. On the twenty-seventh of September, the regular business meeting was followed by an address by Mrs. L. M. Culver on "The Use of the School House as a Polling Place."

The resignation of Mrs. Harris from the presidency came as a surprise to most people. On account of ill health, her civic duties have had to be abandoned, or postponed. Mrs. Tomlinson succeeds to the presidency.

* * *

BRYANT SCHOOL

The Mothers' Club of the Bryant School, Mission Street, between 22nd and 23rd, held its regular monthly meeting on Thursday, the 14th of September, the day and date, curiously, of its organization six years ago. A birthday party was the result of this discovery, and a particularly pleasant entertainment arranged. Miss Florence Musto gave an interesting report of the work of the dental clinic. One of the reasons for the health and activity of this thriving club is the interest taken in its affairs by the principal of the school, Miss Kelly, who is the chairman of the program committee. Where this interest is found, it usually results in the establishing or maintenance of a social center for which co-operation of parents and faculty are necessary. There is a social center meeting once a month at the Bryant School, and an occasional evening called "Fathers' Night," when the members of the Mothers' Club entertain the other half of their family. Mrs. Robert Taylor is the president of the organization.

* * *

JOHN SWETT SCHOOL

At the last meeting oh the Parent Teacher Club of the John Swett School—McAllister Street, between Gough and Franklin streets—an interesting program was given. Dr. Converse of the Board of Health, spoke on "Sanitary Conditions in San Francisco." His address was followed by moving pictures and several instrumental solos. There were short talks by the principal, Mrs. M. M. Fitzgerald, and the president of the club, Mrs. E. B. Henry.

The John Swett School is one of the fortunate in possessing a social center. There is a regular Wednesday evening meeting. A lecture is the regular feature of the second Wednesday and a program given by the members of the Parent Teacher Association is the institution for the third Wednesday. Recently they have held a Neighborly Rally, which met with a sympathetic response.

* * *

JAMES LICK SCHOOL

At a recent meeting of the Parent Teacher Club of the James Lick School, corner Noe and 25th Streets, Dr. Harriet Randall Flanders gave a most interesting and valuable lecture on Child Hygiene, followed by a discussion led by the President, Mrs. Frank. The regular meeting day of the club is the first Tuesday of the month, at 2:45 o'clock.

* * *

REDDING SCHOOL

The Parent Teachers' Association of the Redding School, Bush Street, between Hyde and Larkin, held their regular meeting in August, Miss Wilkins of the Home Industry League, giving the address of the afternoon. The feature of the September meeting will be a talk by Mrs. A. E. Kalde, who will describe the work of the Travellers' Aid.

The Redding Club is organizing a sewing class of girls who are to repair the clothes being donated by the Department of Philanthropy of the Mothers' Congress.

* * *

PARKSIDE SCHOOL

The Mothers' Club of the Parkside School, 30th Avenue and Taraval, hold their meetings on the second Tuesday of the month. The August session included a talk by Mrs. A. E. Graupner on the scope and plan of the Public Education Society. On the 12th of September Mrs. E. North-Whitcomb addressed the club on "The Relation of Parent and Teacher." Mrs. Thomas J. Lamey presided over the meeting.

OCCIDENTAL KINDERGARTEN

The Mothers' Club of the Occidental Kindergarten on 25th Street, between Harrison and Treat, probably hold the banner for membership, there being only forty children in the school, with twenty-five mothers enrolled in the club. Mrs. Winter is the president of this alert organization, which meets every first and third Thursday. The last club day was devoted to sewing for the less fortunate children of the school, the industry of the members helping many a poor family to the advantages it otherwise could not share. At the preceding meeting Miss Wilkins of the Home Industry League lectured on the work and scope of the League.

* * *

SAN FRANCISCO STATE NORMAL SCHOOL

The Parent Teacher Association of the San Francisco State Normal School, Waller and Buchanan Streets, held an informal reception on Friday, September 8th. This organization is perhaps the first in San Francisco to be awarded an office in the school house, Dr. Frederic Burk having set apart a room for the use of the president and for committee meetings.

On October 13th, at 2:30 o'clock, in the auditorium of the Normal School, Dr. James T. Watkins will address the club members and their friends, his subject to be "School Clothing." The lecture will be illustrated, Dr. Watkins having an interesting collection of slides, including some valuable ones of "postures," from the Posture League.

* * *

Following an entertainment to be given by the children of the dramatic music and dancing classes of the State Normal School, an informal tea will be presided over by a group of members of the Parent Teacher Club. A nominal charge will be made for the tea service, the proceeds to be given towards the children's lunch room. The hostesses will include Mrs. James T. Watkins, Mrs. A. E. Graupner, Mrs. T. M. Young, Mrs. Dowdell, Mrs. A. L. Fischer, Mrs. Philip Bancroft, Mrs. Roantree, Mrs. Van Nostrand, Mrs. Carey, Mrs. W. W. Tomlinson, Mrs. E. M. Rutter, Mrs. J. Haney, Mrs. Maurice Carey and Mrs. L. M. Mace. Hostess, Mrs. Dowdell.

* * *

SHERMAN SCHOOL

The Parent Teacher Association of the Sherman School, Union Street, between Gough and Franklin, held its regular meeting on Wednesday, September 12th, the president of the club, Mrs. J. Kane, presiding. Miss Wilkins gave an interesting talk on the work of the Home Industry League. At the next meeting, which falls on the 10th of October, Mrs. A. E. Graupner will address the club, her subject chosen being: "The Work and Plan of the Public Educational Society.

The members of this active club are planning a dance for the necessary inflating of their emergency fund, which has frequently helped many a poor child to be sent to school when ragged clothes and soleless shoes threatened humiliation. The date of the dance will be announced later.

* * *

MISSION HIGH SCHOOL

The Parent Teacher Club of the Mission High and of the Humboldt Evening School, 18th Street, between Dolores and Church, are planning their programs for the coming winter. No meetings have as yet been held. Mrs. Florence J. Hartell is the president.

HORACE MANN SCHOOL

The Parent Teachers' Club of the Horace Mann School, Valencia near 22nd Street, meets every Thursday. A feature of their regular program is a ten-minute talk by the principal, Mr. Richard Faulkner, who is one of the city principals who encourage and co-operate with parent-teacher activity. There are eighty members in this thriving club over which Mrs. L. Birnbaum so efficiently presides.

The last meeting was a "get-together meeting," refreshments, as always, being served.

* * *

LAGUNA HONDA SCHOOL

At the last meeting of the Mothers' Club of the Laguna Honda School, Septmber 6th, Dr. Guy Milberry gave an illustrated lecture on "The Care of the Teeth, and the Work of the Dental Clinic in the San Francisco School." His address was followed by an exposition of the newly acquired Victrola.

The members are reviving the custom of holding "charity meetings" for which they tax themselves a nominal sum. This club collects also an emergency fund towards which their social pennies flow. This fund carries eight less fortunate families through the Thanksgiving-Christmas season, supplying not only food but warm clothing.

The members of the Laguna Honda Mothers' Club have a pleasant custom of holding informal teas at the homes of members. The most recent gathering was held at the home of the corresponding secretary, Mrs. A. O. Eckman, who helped in the discussion of current topics, local and more remote.

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POLYTECHNIC HIGH SCHOOL

The regular meeting of the Polytechnic High School was held on Monday, the eighteenth, with Mrs. J. M. Hamill, the president in the chair. This organization features at each meeting a talk by a member of the faculty, and on this occasion Mr. A. L. Jordan, instructor of physics, gave an interesting talk on physics. He was followed by Miss Gertrude Brown, teacher of physical training, and by Miss Gracier, who spoke on Social Service.

On Friday evening, the fifteenth, there was given a musical and literary program by the Art Club of the school, an association which draws its members from the pupils and alumnae of the school. The musicale was attended by a large group of members of the Parent Teacher Association. This club is also fortunate in having the active co-operation of the principal of the school, Mr. James E. Addington.

* * *

GRATTAN SCHOOL

The Mothers' Club of the Gratton School held its last meeting on the 19th, the regular meeting day of the club. Vocal solos were rendered by Miss Toll, and a piano solo by Miss Kavanagh. Miss Orkit, the school nurse for that school, gave a short but valuable talk on the "Work of the Trained Nurse in the School Department," and there were short addresses by members of the faculty.

* * *

DENMAN SCHOOL

The last meeting of the Mothers' Club of the Denman School, southeast corner of Hayes and Pierce Streets, was held on Thursday the fourteenth. Mrs. William Fischer, the able president, has arranged to have at each meeting an exposition of the class work of the different grades, thus bringing the mothers into close association with school processes. Following the exposition, the teacher gives an address to the members, showing the most effective methods of maternal co-operation.

* * *

EMERSON SCHOOL

The Mothers' Club of the Emerson School, located at Pine Street, between Pierce and Scott, near Devisadero, holds its meeting on the first Wednesday of each month. Mrs. Frank Anderson is the president. At the next meeting Mrs. Mark Newman will be the speaker.

* * *

YERBA BUENA SCHOOL

The Parent Teacher Club of the Yerba Buena School, Greenwich Street between Webster and Fillmore, held a special meeting recently with Mr. Edward de Groot as the guest and speaker of the occasion. His topic was "The Social Center," one especially interesting to the members of the Yerba Buena Club as they are planning to revive their own social center which had been allowed to lapse. The regular meeting of the association is held on the third Thursday, the next one falling on Sept. 21st. Mrs. Oswald is the newly elected president.

* * *

SOUTH PARK MOTHERS' CLUB

The South Park Mothers' Club meets every Tuesday in the rooms of the Young Woman's Christian Association of the Mission, or The Mission Center, 2520 Folsom Street. The purpose of the club, so far, has been a composite one of sociability and home industry. The members of the club are arranging a whist party for their session.

* * *

COLUMBUS SCHOOL

At the last open meeting of the Parent Teacher Club of the Columbus School, 12th Avenue, between Kirkham and Lawton Streets, Mrs. North-Whitcomb, who was formerly a member of the School Department, gave an interesting address on the "Training of Children," illustrating her theme by children's compositions collected during her rich experience.

The meeting on the 15th of the month was a "Members' Day," conducted by the president, Mrs. J. E. Holmes. Miss Vogelsang, the principal of the school, gave an informal address on "Home Study."

* * *

FREMONT SCHOOL

The last regular meeting of the Mothers' Club of the Fremont School, McAllister Street, between Baker and Broderick, was held on Friday afternoon, the first of September, Mrs. C. E. Shields, the president, presiding. The feature of the afternoon was a talk by the principal, Miss Rose Goldsmith, on "Needs of the School and Mothers' Co-operation."

HAWTHORNE SCHOOL

The Parent Teacher Club of the Hawthorne School, Shotwell Street, between 22nd and 23rd, met on Friday afternoon, September 1st. A business meeting was followed by a social hour, Mrs. A. Braese, president, officiating. The next regular meeting will be held on the 6th of October at the school.

* * *

SPRING VALLEY SCHOOL

The Parent Teacher Association of the Spring Valley School, Jackson and Hyde, is one of the most active of the Mothers' Clubs of San Francisco. Its activities are manifold. The members are particularly fortunate in having the active co-operation of the principal, Miss Keating, and of the other members of the faculty. Pictures for the school have recently been presented by the club, each room now the owner of a picture of the Exposition. The second vice-president is Mrs. Leonard, one of the teachers, and the members speak with pride of the custom of having two members of school board at their directors' meetings. This friendly relationship bears fruit in many ways reciprocal. One of the results is a vigorous social center movement, the Spring Valley School not being one of those which stand like gloomy tombs after three o'clock until nine the next morning. The school plant is made use of several times during the week. Always on Monday evenings it is open to the Boys' Club, which was organized by the Mothers' Club in March of this year. A Mandolin Club is now in process of formation. Every Thursday the school is the social center of the neighborhood, music by volunteer talent, the feature of one evening, a lecture the next, and so on through the month. At every social meeting refreshments are served, a home-made cake sale, from time to time, defraying the refreshment expenses. Mrs. Honigsberger, the energetic president, presided over a business meeting the past week.

* * *

McKINLEY SCHOOL

The Parent Teacher Association of the McKinley School, Castro Street, between 14th and Henry Street, gave at their last meeting on Wednesday afternoon, Sept. 20th, a James Whitcomb Riley program, which was under the able direction of Miss Henderson, the vice-principal of the school. Miss Henderson herself recited several numbers. There was also instrumental music.

* * *

On Friday, the fifteenth, the music pupils of Miss Cora Gallagher, of the McKinley School, gave a repetition of their recital, which had entertained the members of the Mothers' Club at the first meeting of the fall term. An Italian song by Pinsuti was given with fine dramatic zeal.

The McKinley School Mothers' Club is one of the most active of those affiliated with the Congress of Mothers. During the past year the members installed a number of drinking fountains; formed a millinery class; donated fifty-five dollars to the dental clinic; presented each month a framed picture to the class having the most representatives the preceding month at the club meeting. It is also a matter of pride to this ambitious circle that the prize recently offered for the best essay on "Why the Labor Unions Are Opposed to War," was won by a pupil of the McKinley School, Master Thomas Dailey.

* * *

DURANT SCHOOL, OAKLAND

The membership department of the Durant School Mothers' Club opened their year's activities with a recent reception to the teachers of the school. The speakers of the afternoon were Miss Annie Florence Brown, president of the Board of Education, and Mrs. A. L. Whitman, president of the second district of the Congress of Mothers.

Miss Brown renewed the promise of future interest in and hearty co-operation with the work of the Mothers' Club, and urged the parents and teachers to work conjointly with the Board of Education, reminding the members that the Board is often handicapped by lack of funds, and that a request should not be dropped because of a lack of immediate response. Mrs. A. L. Whitman gave an interesting history of the work being accomplished by other clubs, and made some valuable suggestions for future work.

* * *

BERKELEY HIGH SCHOOL

At a recent "home meeting" of the Berkeley High School Parent Teacher Association, Mrs. D. E. Bigelow was hostess at the "Mansions," 2333 Channing Way, Mrs. Florence L. May, the leader of the Home Department, in charge of the program. The topic of the afternoon was, "Things Worth While." Among the contributors was Mrs. Herman G. Walker, president of the Garfield Parent Teacher Association, Mrs. U. A. Hargear, president of the McKinley Mothers' Club; Mrs. Genevieve Wade Hatch, president of the Le Conte School Mothers' Club; followed by Mrs. Le May, who welded in poetic form the tender "Mother Thought" of the afternoon. Music and refreshments followed a most profitable and inspiring program which sent the participants back to their own home department with renewed zest and sense of privilege.

* * *

The regular monthly Laguma Honda Parent Teachers' Association will be held at the school auditorium on next Wednesday, November 4. Mrs. W. H. Mitchel will preside and George Gallagher, president of the Board of Education, will be a guest. The occasion will be the sixth annual flower show and plant exchange.

* * *

"Course in Isaac Pitman Shorthand," published by Isaac Pitman & Sons, New York, has been adopted as the authorized text in the Eastman-Gaines School of New York, and also in the Eastman National Business College of Poughkeepsie, N. Y. The above work displaces the Pitmanic modification previously used. Monteverde's "Spanish Commercial Correspondence" also published by the above concern, has been officially adopted by the Public Schools of Jersey City, N. J., for 1916-17.

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Editorial Notes

Mrs. Ednah Aiken, formerly editor of Sunset Magazine, and author of "The River" and "Hate Breeders," published by Bobbs-Merrill & Co., has taken charge of a new department in the Journal, entitled "Reconstruction."

Mrs. Aiken has devoted herself unselfishly to civic work for several years. She was the founder of the Sequoia and the Spinners' Club. At present she is devoting herself to the Parent Teachers Association in connection the San Francisco Normal. We believe her work for the Journal will give a great impetus to civic betterment in connection with our public schools.

* * *

A Hint of the Future

The London Journal of Education in an editorial on "A Hint of the Future" takes this little consolation out of the war. It is pitiful, it is pathetic, when you realize how many of the finest teachers, professionally trained men of England have been killed in the war that the editor turns to the fact, for solace, that the children will have more home work and less work under the teacher's eye. It is a queer war that offers children such a panacea, when you consider the burden of debt the present generation of the nations at war will leave to the next.

This is the editorial:

"The war has broken down more than one ancient prejudice, and it may yet have great results in the sphere of education. Here is a notable hint from the report of the Board of Education. Some of the elementary schools which have been expelled from their buildings for half a day have found considerable compensating advantages. More home-work can be done, and the teachers have more time for the correction of it. That means that the children do more work by themselves and less under the teacher's eye—surely no small gain. Then the half-day out of school is often used for games, physical exercises, swimming, open-air work, excursions, visits to museums, and galleries, needlework parties, and the like. In fact, the teachers are discovering how much there is to be done for the child outside the school building. The boys and girls are living a wider and fuller life. They may be learning less, though that is not certain, because we do not know what is the number of hours a child can spend in classroom work with the greatest profit to himself. It may quite well be that for young children at least three hours are as good as five, and on this most important point we hope we shall get some light in the Board's next report. One head master says he would like to continue the half-time plan after the war is over. We hope he will be given every facility for his experiment."

* * *

The School Survey

There is an attempt on the part of those who initiated the School Survey to create public interest against the local control in our public schools. The Department of Education at Washington has just issued a bulletin by J. Harold Williams, that was produced under the direction of Dr. E. P. Cubberley. Dr. Cubberley has advocated certain administrative features of our public school system for so many years that he has ceased to have an open mind to the efficiency of the present system of control. There are counties where the unit system of control would serve. There are communities that would be greatly benefitted by consolidation of schools. There are communities that expert supervision is needed. However, the expert in school administration must have an open mind for the welfare of the taxpayer and children, or reverse it, the children and taxpayer. After all, the children are the taxpayers of the future as well as the citizens. The bulletin on San Mateo County schools is almost entirely valueless as an educational document. First, since it was written in 1913-14, conditions have changed so rapidly that the statements are inaccurate. The statistics on ignorance in the county are misleading and of no value. The recommendation that Pedro School be consolidated with Montara is made without any knowledge of the topography of the country. The recommendation to increase the cost of supervision, looks like a bid for an opening for three extra experts. It is true that Supt. Cloud should have a salary of $3,500.00, and at least one good deputy familiar with the rural schools needs. However, the report is entirely without value, because the recommendations were based largely on theories worked out in the class room, and then the facts were gathered to fit the theory.

* * *

The Nude in Art

Superintendent Rebok of Santa Monica has ordered the picture of the Discus Thrower removed from the Santa Monica copies of the new California State Sixth Reader compiled by LeRoy Armstrong, Southern California agent for the American Book Company.

The Los Angeles Examiner for several days devoted leading columns to a discussion of the pros and cons of the advisability of giving a place to the nude in art in textbooks intended for grammar grade children.

Leading school officials were interviewed and quoted. Some favored and some condemned Superintendent Rebok's action, and thus it is that history repeats itself.

In his letter to State Superintendent Hyatt, Mr. Rebok criticizes not the moral effect of the nude in art, but the effect of poor workmanship in reproducing a great art picture.

It seems to us that this is the crux of the whole matter.

The beauty of the nude in art, when well reproduced, is its own defense against mutilation or sensual suggestion, but when beauty is absent in the reproduction, as is the case in this particular piece of work done by the state printer, then it is that the nude, and the nude alone, forces itself upon the attention of the child and the natural results follow.

Compare the pictures found in the new series of California State Readers with those found in other school books and you will see what we mean, and you will not blame Superintendent Rebok for protesting as he did. Good pictures, well reproduced, cost money. The California State Printing Office is to blame for sending out such a poorly printed book. We insist on the best in good roads. The local committees insist on the best in school houses and teachers. Why should we stand for the worst in text-book making?

Education Notes

Superintendent W. H. Nichols of Palo Alto has succeeded in having the Mayfield and Stanford School Districts join the Palo Alto High School District. Stanford University trustees will give from 20 to 30 acres of land for 99 years at the nominal rental of $1.00 per year.

* * *

Paul G. Ward has resigned as President of the N. C. T. A. in order to give his entire time to superintending his fine high school building. Principal Locher of Maxwell has been elected to take his place as president of the association. The meeting will take place at Marysville the week of November 1.

* * *

A. H. Mabley of San Luis Obispo has arranged to conduct a Junior College in connection with the High School.

* * *

John S. Osborne, formerly principal of a Long Beach grammar school and a member of the Los Angeles County Board of Education, has become a representative of Silver Burdett & Co. Mr. Osborne is a man of fine personality, and his experience as a teacher and member of the Board of Education will insure success in his new venture.

* * *

The University of California has enrolled over 6,000 students for the year 1916 and 1917.

* * *

Dr. David P. Barrows has returned from the war zone in Europe. He has been in demand as a speaker before clubs, institutes, general audiences and students. Dr. Barrows not only understands economic questions, but is able to put his ideas across.

* * *

Mrs. Ella Sterling Mighels recently arranged an afternoon in honor of George Hamlin Fitch, formerly literary editor of the Chronicle. Charles K. Field, Bailey Millard, George Douglas, Charles Mills Gayley and Professor Carruth of Stanford spoke in appreciation of Mr. Fitch's work. The greatest book Mr. Fitch has written is entitled "The Comfort of Old Books."

Fred T. Moore, formerly Superintendent of Schools of Alameda, and who gave the Alameda schools a splendid reputation of efficiency, is now the representative of Row, Peterson & Co., of Chicago, Ill.

* * *

The many friends of Mr. Van Nostrand, Pacific Coast manager of Milton Bradley & Co., extend sympathy to him and his children on account of the recent death of Mrs. Von Nostrand. All who knew her pay tribute to her beautiful character, her fine personality and cheerful disposition.

* * *

The proposed Butte County Charter will provide some radical legislation for the schools. First, the charter provides a Board of School Trustees similar to the Board of Supervisors. This Board of Trustees appoints the County Superintendent. The Superintendent need not be an elector of the county, but must have had five years' successful experience as a teacher or administrator. Also provides for deputies, a Board of Education, and the purchase of supplies by the Board of Education, instead of by the school trustees, as at present. Professor E. I. Miller of the Chico State Normal was chairman of a committee composed of Irwin Porsmore, Mr. Robbins and Superintendent Short.

* * *

Superintendent Chenoweth of Kern County celebrated September 22 as clean-up day. The superintendent sent out posters asking children to ask their parents to come to school on clean-up day and make the day a community affair.

Caspar W. Hodgson called at the office of the Western Journal of Education on his way from his Mariposa ranch to New York.

* * *

Mr. Baxter, the representative of Houghton, Mifflin & Co., has been traveling in the Northwest in the interest of his firm.

* * *

The Sequoia Club, of which Harr Wagner is president, gave a dinner to Henry Miller, the actor and producer of plays, at the club rooms on Saturday, September 9. Among the distinguished guests were W. H. Crane, the actor; Mr. and Mrs. J. J. Gottlob of the Columbia Theater, Judge and Mrs. Max Sloss, Jimmy Swinnerton, the cartoonist; W. G. Hartranft, Edna Aiken and others.

* * *

The Department of Superintendence of the N. E. A. will meet in Kansas City, February 26 to March 2, 1917.

* * *

The State Board of Education met at Sacramento on September 25 for the transaction of routine business. Leroy Armstrong appeared before the board and entered into an interesting discussion on material for the eighth grade reader and threw the "Discus" at the head of his critics. It is necessary for Mr. Armstrong to argue against the need of clothes for his Greek Athlete. What he needs is an art printer.

* * *

Margaret Schallenberger McNaught, the Commissioner of Elementary Education for California, is teaching a strong and helpful lesson in co-operation. Superintendent W. J. Cagney of San Benito and Superintendent Schultberg of Monterey are doing a tremendous work for the rural schools, in getting the children, parents and citizens to co-operate. The State of California will watch with eager interest the work in the public schools in these two counties during the next few years.

Mrs. Elizabeth Snell, appointment secretary of Stanford University, and Mrs. May Cheney, appointment secretary of the University of California

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THE ANNUAL CONVENTION

City and County Superintendents of Schools at Lake Tahoe, August 23-26

Sierras, and eternal tents
Of snow that flash over battlements
Of mountains. My land of the sun, where
White storms carouse on perfumed air.
—Joaquin Miller.

It was a beautiful ride to Lake Tahoe. The editor was the guest of W. G. Hartranft in his new high-powered motor car. Through the rich valleys, across the foothills, along mountain streams into the high Sierras, and then down again where hangs suspended the wonderful Lake of the Sky. Every mile that the spedometer recorded had incident and interest. The newness, the bigness, the repose and blueness of the mountains were an ever-changing source of fascination for the physical senses and an exaltation of spirit. At the Tavern we struck the first discordant note. The beautiful environment was marred on account of the guests being crowded into roof rooms with not sufficient window space to properly provide air for the lively chipmunks. The superintendents believe in ventilation, so we ventilate their grievance against the management of the Tavern.

The convention was a notable one from the viewpoint of service. The superintendents talked, worked and listened. Edward Hyatt was happy in his introductory remarks, and the program was carried out in full. The discussions lacked fire, but were to the point and effective. There was an entire absence of the old-time friction, suspicion and unfavorable criticism. The editors were boon companions, the representatives of the book publishing houses were received for just what they stood for, the promotion of the most useful and beneficial adjunct of our public schools. The spirit of the meeting was fine. Superintendent W. J. Cagney acted as chairman of the first day, Mrs. M. A. Clark the second day, and Superintendent Rhodes of Pasadena the third day.

Discussions were conducted on many subjects. A few of the most important were: "Junior High School," "Certification of Teachers," "School Houses," "Junior College," "Codification of School Laws," Handling of Text Books," "Retirement Salaries."

REPORT OF COMMITTEE ON LEGISLATION

Mark Keppel, Chairman

1. Provide that teachers' examinations by County Board of Education, shall be less frequent.
2. Make provision for State and county aid for junior colleges.
3. Make provision for removing the injustice now inflicted upon school districts within whose bounds normal training schools are maintained.
4. Make provision for securing a building in the same manner that a maintenance fund is now secured under Section 1840.
5. Require each school board to submit an annual budget to the county superintendent of schools, the form for such budget to be Fiscal Form No. 2 of the U. S. Bureau of Education; and request the State superintendent to make his annual report form correspond to the same.
6. A special committee consisting of Superintendents Barker, Roncovieri and Davidson, has been appointed to study Sections 1619 and 1673 of the Political Code and to report back to the General Committee the changes needed in these two sections to preserve their good provisions and yet change them so that they will not hamper educational progress.
7. Change the law so that it will punish properly the officials who employ persons to teach illegally.
8. Your committee will endeavor to carry into effect the recommendations in regard to school legislation already adopted by this convention.
9. The committee has not had time to consid-

er all proposed or desired legislation, but will do so as speedily as time will permit.

10. Your committee expects to confer with committees from other organizations and to secure harmony of action wherever possible.

Committee on Legislation

Superintendents Mark Keppel, Los Angeles County, chairman; Alfred Roncovieri, San Francisco County; A. C. Barker, Oakland; C. C. Hughes, Sacramento City; Jas. B. Davidson, Marin County; Harriet Lee, Yolo County; E. W. Lindsay, Fresno County; S. M. Chaney, Glenn County; H. M. Rebok, Santa Monica; Duncan MacKinnon, San Diego; Margaret Sheehy, Merced County; J. W. Anderson, San Joaquin County; D. T. Bateman, Santa Clara County; T. F. Brownscombe, Santa Rosa; Grace C. Stanley of San Bernardino County.

The committee on resolutions presented the following report:

Resolutions

James E. Reynolds, Chairman

The convention expressed its appreciation of Superintendent Hyatt's efforts in providing an interesting and valuable program, and extended its approval of selecting the beauty spots of California as the meeting places for the convention. It further tendered a vote of thanks to the management of Tahoe Tavern. Resolutions of condolence were offered on the death of former members of the convention, Superintendents Mrs. Abrams of Butte County, Greenhalgh of Amador County, and Delia Fish of Tehama County.

Other resolutions were as follows: Resolved further that:

Free Library

The service of the county free library to the schools has been of such value that we recommend its adoption by all the counties of California.

School Revenues

Whereas, the present revenues are inadequate for the proper maintenance of the elementary schools, Be it Resolved, that the convention recommend to the Legislature, the passage of laws whose operation will provide adequate revenues for the elementary schools.

Forest Reserve Fund

A protest be made against the division of the school money received from the Forest Reserve Fund and that a telegram to this effect be sent the chairman of the California delegation.

The Smith-Hughes Bill

The convention of City and County Superintendents approve the Smith-Hughes bill, now pending in Congress, for the promotion of Vocational Education, and that a copy of this resolution be sent to the California Congressional delegates.

Music

The normal schools and the universities of the State be urged to make better provision for training elementary and high school teachers of music.

Committee on Resolutions

Superintendents Jas. E. Reynolds, Ventura County, chairman; A. C. Olney, Santa Barbara; Jennie Malaley, Yuba County; G. V. Whaley, Vallejo; W. L. Stephens, Long Beach; C. S. Price, Santa Cruz County; Teresa Rivara, Calaveras County; Nettie B. Harris, Modoc County; H. P. Short, Oroville; Fred Brunhouse, Lassen County; Walter H. Nichols, Palo Alto.

Raymond Cree, Superintendent, Riverside County, Cal.

Book Notes

C. F. Scott, of D. C. Heath & Co., was as usual the life of the social functions.

* * *

The superintendents were delighted to meet again Mrs. Kate Donnelly, the superintendent of Plumas County. After an absence of twenty years, she is again director of the educational forces of Plumas County.

* * *

Superintendent Thompson, the author of "Minimum Essentials," is superintendent of Monrovia, Cal., and his "Essentials" have made a great hit all over the United States.

* * *

Miss Pearle Sanderson of Colusa County was elected secretary of the convention. She is a graduate of the San Francisco State Normal School and has a fine reputation as superintendent and teacher.

Mrs. Frances Effinger Raymond, and Miss Elizabeth Adams hypnotizing the chipmunks at Tahoe Tavern

Superintendent Bateman certainly made the hit of the convention with his effective illustration of the proper and improper way to ventilate school houses.

* * *

Maud I. Scroter, Miss Malaley, Mrs. Cunningham and Mrs. Porterfield were among the new superintendents that are making records as superintendents.

* * *

There was great rivalry among the superintendents in their admiration for the charming babies belonging to Mr. and Mrs. Rice and Mr. and Mrs. Osborn.

* * *

Mrs. M. G. Hyatt and her three charming daughters made an interesting group on all occasions.

A snap shot of Supt. Champ Price of Santa Cruz County

Mrs. F. E. Raymond and her chaperon, Miss Elizabeth Adams, made a special study of chipmunks, and for once in her career the Gregg System was subordinated to Mrs. Raymond's love for the out-of-doors.

* * *

We miss the fire and energy and keen analysis of Mark Keppel in the convention. The superintendents on several questions tried to bait him. The problems, however, were too technical to give him the opportunity to rise to the height of unlimited and unrestricted oratory.

* * *

Mrs. Agnes Regan of the San Francisco Board of Education was special delegate to the convention in the interest of the Retirement Salary Act.

A snap shot of Edward Hyatt, Superintendent of Public Instruction, at Lake Tahoe. He loves the outdoors, the peace of the woods broods over him. Newspapers have often commented on his likeness to Abraham Lincoln. This picture shows both a suggestion of the features and the spirit of Lincoln

W. G. Hartranft, representative of the Silver Burdett Co., publishers, on the road to the Convention of City and County Superintendents at Tahoe

AN INTERESTING GROUP OF MEN AND WOMEN WHO SUPPLY THE NEEDS OF THE PUBLIC SCHOOLS
Standing left to right: C. C. Van Liew; George Barnes; S. M. Law; E. B. Wickersham; G. H. Chilcote; R. C. Hamilton; A. A. Belford; J. S. Osborne; C. F. Scott; C. E. Wehn; W. G. Hartranft; T. C. Morehouse; R. W. Coddington; Mrs. C. C. Van Liew; F. E. Cobler; O. H. Baxter; Fred T. Moore. Sitting left to right: Harr Wagner; F. A. Rice; Mrs. Rice; L. L. Hill; Mrs. Hill; Mrs. S. C. Smith; Mrs. F. E. Raymond; Mrs. W. G. Hartranft; Mrs. W. O. Baker; Miss E. M. Willis; S. C. Smith; W. O. Baker. The sentry in the distance is Anita Chubbuck.

Arthur Chamberlain, taking a snap shot of a group of visitors to Lake Tahoe Convention

Supt. Thompson of Monrovia, Cal., the author of Thompson's "Minimum Essentials"

When Mark Keppel thinks he is right he goes ahead. He is usually right. Where the question is put up to the judge for the interpretation of the law, the decision is usually on the side of Keppel. In the case of Blanchard vs. Keppel, Keppel appealed from the judgment of the Superior Court exempting applicants for the preliminary certificate from paying $2 fee. The Appellate Court sustained Keppel's appeal, and the court ordered the judgment of the Superior Court reversed and applicants for the preliminary certificate must pay the $2 fee.

* * *

September 13, 1916, Superintendent Hyatt apportioned $517,842.66 to high schools. This makes a rate of $600 per school and $5.86 per pupil on average daily attendance, and $2,993,500 to the elementary schools, or $250 per teacher. Job Wood, Jr., is the statistician of the Department of Public Instruction, who figures out these amounts in detail for the various counties.

* * *

Professor O. J. Kerns of the University of California will deliver a series of lectures on "Farm Extension Work" in the Normal School hall at Chico, Cal., November 17, 1916.

* * *

Ex-Superintendent W. P. Cramsie of Yuba County has an important position in the high school at San Jose, Cal.

* * *

State Librarian J. L. Gillis has done a wonderful work with the State Library. He has made it a vital wire of usefulness. With the help of Miss Eddy and Mrs. Henshall the County Library system is proving one of the most effective means of education. This State Library, under the direction of Mr. Gillis, is the real pioneer of social justice.

* * *

Dr. E. C. Moore of Harvard Uuniversity and Mrs. Moore visited San Francisco on their way back to Boston. They spent their vacation in Southern California. Dr. Moore's fame as a man who thinks intelligently and with an open mind on educational questions is steadily growing.

The instructors of the Trinity County Institute were delayed for three hours by a slight accident to the auto stage on Friday, September 22, near the school house at French Gulch. The instructors agreed to visit the school and teach the children. It was so ordered. Mrs. Ferguson, the teacher, was quite surprised, but willing. D. R. Augsburg taught drawing, Job Wood, Jr., arithmetic, Harr Wagner English and Alice Anderson on "Free County Library Work." The children were responsive and delighted with the innovation, and were quick to answer questions. Mrs. Ferguson certainly has forty pupils that, for intelligence, health and brightness would be a credit to any community.

* * *

C. F. Newkirk, head of the Educational Department and director of the Rand, McNally Company, Chicago, died September 18, 1916. The educational people of the United States held him in high esteem and will sincerely regret that he has passed away.

A snap shot of Mamie Lang, Superintendent of Tehama County, and Miss Rivara of Calaveras County

A snap shot of Trinity County Institute, showing Job Wood, Jr., D. R. Angsburg, Mrs. Elizabeth Gehm, former County Superintendent of Schools; Miss Maud I. Scroter, Superintendent of Schools; Miss Alice Aderson, County Librarian, and others in the foreground.

THE TRINITY COUNTY INSTITUTE

Superintendent Maud I. Schroter held her institute at Weaverville, September 19, 20 and 21. The instructors were D. R. Augsburg of the San Francisco State Normal, drawing; Job Wood, Jr., arithmetic, etc., and Harr Wagner, English. C. F. Stern delivered a witty, clever and effective speech on good roads to the teachers and citizens. The institute closed with a dance on Thursday evening. Special music was furnished.

The teachers were fine listeners, and showed unusual interest in the institute. Miss Alice Anderson, the new County Librarian, was present, and by her keen interpretation of the needs of Trinity County and her adaptability to the conditions under which she works there will be no question about her success. The people of Weaverville visited the institute and helped make it a success. We will hear much of the progress of the Trinity County schools during Miss Schroter's term. She is a worker. The County High School has established a dormitory, and new roads will bring new responsibilities and the teaching force will respond.

Here is Joaquin Miller's tribute to the Sierras of Trinity County:

"Where mountains repose in their blueness,
Where the sun first lands in his newness,
And marshals his beams and his lances,
Ere down to the vale he advances
With visor erect, and rides swiftly
On the terrible night in his way,
And slays him, and, dauntless and deftly,
Hews out the beautiful day
With his flashing sword of silver."

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THE MONTEREY COUNTY TEACHERS' INSTITUTE HELD AT ASILOMAR

THE MONTEREY COUNTY TEACHERS' INSTITUTE

Superintendent George Schultzberg, of Monterey County, arranged a fine program and held his institute at Asilomar, September 11 to 15. Instructors and officers were as follows:

Instructors—Dr. I. W. Howerth, University of California; Dr. Margaret Schallenberger McNaught, Commissioner Elementary Schools; Prof. R. S. Holway, University of California; Will C. Wood, Commissioner Secondary Schools; Wallace Hatch, University of California; W. J. Cagney, Superintendent of Schools, San Benito County; Prof. J. B. Sears, Stanford University; Harr Wagner, editor Western Journal of Education; Mrs. May Dexter Henshall, school library organizer, California State Library; G. A. Bond, principal Santa Cruz High School; W. W. Price, Lake Tahoe, California; Clyde Blanchard, Standard Commercial School, San Francisco.

Music conducted by Mrs. Emmeretta Sybrandt.

Officers—Ex-Officio President, George Schultzberg; Vice-Presidents, James Force, L. W. Wimberly, Sarah Wayland; Secretary, Joseph Frye; Assistant Secretary, Grace Widemann; Reporters, Charles A. Glover, Will J. Crook, Iva Suiter.

Committees—Resolutions, James McIntosh, Chairman; J. H. Graves, Miss J. G. Bonham, J. Perry Ratzell, Mrs. Marie Zmina, Mrs. Carrie B. Lowe. Introduction: All the teachers.

There were several novel and interesting features of the institute. Prof. R. S. Holway and W. W. Price of Palo Alto and Fallen Leaf Lake took the teachers on special field excursions. Prof. J. B. Sears emphasized the work of the consolidation of schools which has been accomplished so successfully in several cases in Monterey County by Superintendent Schultzberg.

Dr. McNaught, who arrived late on account of her motor car breaking down, gave a delightful heart-to-heart talk on music co-operation and the Blue Bulletin. She has a keen sense of humor, and as many of her pupils were in the audience

Geo. Schultzberg, Superintendent of Schools of Monterey County. The leader in the consolidation of schools, co-operation of parents and teachers and raising the standard of the rural school

there was added inspiration and enthusiasm in her talk. Her comments on Superintendent Cagney and Superintendent Schultzberg were thoroughly enjoyed. Mrs. May Dexter Henshall and Anne Hadden gave much interesting information about the Free County Library plan. Will S. Wood was present for several addresses and his talks were inspiring and helpful to the teachers. Superintendent Cagney gave an effective address and the teachers were enthusiastic in their appreciation. Mr. Cagney talks on his everyday experience with school work, and the teachers were certainly interested.

The teachers were delighted with Asilomar and voted to hold the institute of 1917 at the same place. Asilomar is under the direction of the Y. W. C. A. There are improvements, including hall, dormitories, administration building, etc., costing over $100,000. The following poem is descriptive of the place. It is the official song of Asilomar:

ASILOMAR, I SING OF THEE

Tune: "He Lifted Me"

Asilomar, we sing of thee,
Among the pines, beside the sea,
Where ocean breezes full and free,
In love sweep over thee.

Chorus

Our voices raise,
Asilomar!
And thee we praise,
Asilomar!
Thy shadowed ways
Where laughter plays,
Oh, happy days,
Asilomar!

From hill and plain in joy we came
To sing the glory of thy name;
To learn the magic of thy face
In hope, Asilomar.

We lift our voices ere the day
Has swept the mists of night away;
In happiness we sing and pray,
Oh, blest Asilomar!

When shadows of the evening fall,
The wood fire leaps and voices call
In love, we give to Him our all
To Him, Asilomar!

When we have left this ocean shore
Where souls of ours have learned to soar,
And we shall know thy trees no more—
Farewell, Asilomar!

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A TRIBUTE

The spirits of the truly great never die. They send their influence in ever widening circles to the farthest bounds of humanity. The spirit of Cora E. Lamb will have its resurrection many times over in its reaction upon those with whom she came in contact. Always guiding and inspiring those who were near her, she shrank from praise and wanted no other reward than the knowledge that a wavering soul had been placed on the right path.

Teaching was her life-work and to this public service she gave of herself without reserve. The word teacher, Miss Lamb glorified. Her work was the kind that is worth while, the sort that honors the profession and lifts the calling above those who serve for pay. Back of her teaching was a life of principle, of high ideals and of justice, and by her fairness and fidelity she made and moulded character.

The same keen sense of care for the welfare and rights of others which made her so successful in her schoolroom, made her no less eminent in the fraternity of teachers. She had a high conception not only of the mission but of the duty of the teacher. She was intensely democratic in her spirit and progressive in her ambitions, and was constantly alert to the necessity of guarding the interests of the classroom teachers whom she knew from her years of experience to be the hardest worked and poorest paid, yet upon whom the heaviest burden of responsibility for the success or failure of the public schools must always rest.

She has been actively interested in our City Teachers' Club since its organization, serving on the Executive Board for several years and on numerous committees. Especially was she interested in better school legislation, and for four years has been a member of the Federal Council of Education, where she represented the elementary teachers with so much ability that to her, perhaps more than to any other prson, is due the wider recognition that is being accorded to the importance of the elementary schools and the ability of the elementary teacher.

Association with Miss Lamb meant a broader view of all questions; a growth in grappling with great problems; a keener appreciation of childhood, its needs and the way to meet them; a warmer spirit towards others, and a development in the sterling qualities of character. These qualities made her influence great. That this influence may dwell with its benediction long and widely on the educational system of which she was a part is the highest wish one can send after her.

ANNA K. HALLOCK.

The editor adds his tribute to the above. Miss Lamb taught in San Diego when he was superintendent of schools, and knew that her unselfish ambition was to establish high professional standards.

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"An exceedingly interesting book."—Miss Selden Sturges, Principal Emerson School, San Francisco.

"I tried it on my four-year-old niece. I confess I enjoyed it as much as she."—A. J. Hamilton, Principal of Washington School, Berkeley.

"The children enjoy it very much."—Mrs. N. A. Wood, Principal Franklin School, San Francisco.

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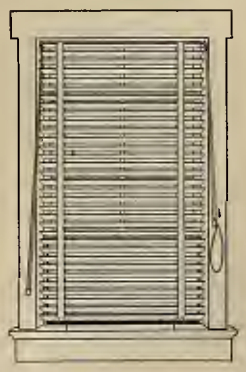

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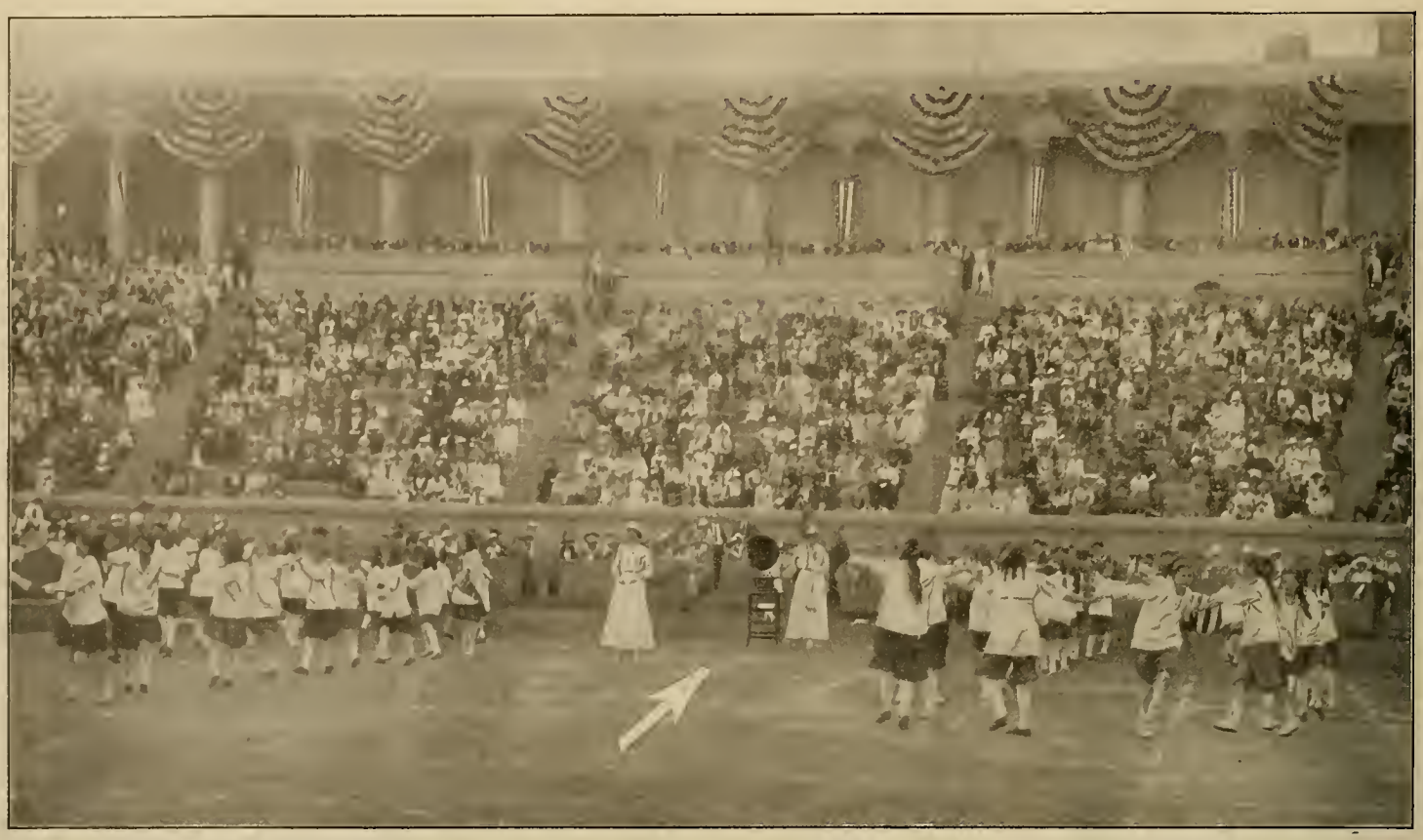

The Stadium of the College of the City of New York, July 4th, 1916, where elementary pupils of the New York City Schools gave a demonstration of Folk Dancing and Physical Training for National Educational Association Delegates.

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THE

WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, OCT., 1916 No. 10

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; H. G. Rawlins, Williams, Secretary. Meeting, Marysville, Oct. 31 to Nov. 2.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Schoolmasters' Banquet

Let me see, did I ever give an account in this column of a meeting of the California Schoolmasters' Club in San Francisco? No? Well, that's a pity. Since most of my readers are ladies, they will probably be interested in knowing just exactly how the men teachers do behave when they are away by themselves, with the lid off. This will be a true narrative, with none of the facts withheld. No efforts of the rich and powerful of the teacher's profession to suppress certain matters have had any effect. Neither money nor social advancement can swerve me from the path of duty. I shall tell the whole story without fear or favor, just as it happened.

The banquet occurred last Saturday evening at half past six o'clock, at the old Poodle Dog Restaurant, on Bush Street. It cost each member of the club a dollar and other persons two dollars. When I arrived there was a big crowd of fellows from round about the bay and from surrounding points, such as Santa Rosa, San Jose, Richmond. Richard D. Faulkner, the veteran secretary of the Club, sat by a table at the door, inexorably exacting tribute of all who entered there. The great banquet hall was filled with tables and the tables were filled with men. Many of them were in evening dress, but many more were in sack coats and ashes, of as many colors as Joseph's justly celebrated garment. Thus, the latter had the advantage of history and antiquity, going clear back to the respectable Joseph, thousands of years ago. The swallow-tail and tuxedo fellows did not seem abashed at the contrast, however, and I must say they bore themselves with admirable composure. Of course, too, they had the backing of the waiters, of whom there were a dozen or more of the French variety dancing around under foot all the time. Some of them were large and fat and some were small and skinny, but everyone was in correct evening attire—the waiters, I mean.

When we first sat down, a plate of oysters on the half shell confronted each individual. We ate them at once with cute little oyster forks, while the waiters passed round crackers around. Dishes of olives and radishes sat here and there in unstudied attitudes, and baskets of grapes, pears, apples and bananas disported themselves in a decorative way. The baskets were shaped like automobiles, chariots, aeroplanes and wagons.

This will introduce the subject of strong drink, which I would like to avoid, did not truth and candor compel me to divulge the story. Long rows of bottles stood on the tables, so that everyone could reach them. They were filled with a clear liquor, almost resembling spring water. Professor Terman of Stanford University sat on my right and Professor Boone of the University of California sat at my left. Professor Terman, early in the meal, reached for the nearest bottle, poured out a half glass, drank it, and looked inquiringly at me. Then he reached over for my bottle and sampled that. He seemed vaguely uneasy about something.

Professor Boone reached for a bottle, poured out some and tasted it. He looked at me with a puzzled air. "Tastes like spring water," says he, "pure and unadulterated." Sure enough, it was spring water, all around the table. This discovery was so embarrassing that I reached over myself for a siphon of soda-water directly in front of my place, and ignorantly pressed the lever too hard. The stuff fizzed out so violently that it splashed all over all three of us. This gave us something else to think about and the embarrassment passed away satisfactorily.

Then the sweating waiters removed the roast beef—or the beefsteak, as the case may be—and brought on a succulent patty, of sweetbreads, very rich and nourishing. At this point I said to myself, "Steady, now, old man, put on the brakes and hold hard. Enough is a plenty, and you've had a big meal already." I resolved not to eat the next course, which would naturally be the dessert, and then polished off the patty plate. The waiter took it away and in due time came back with half a chicken, tender and delicious—and string beans, done to a turn—and other fixins, for a square meal. And there I sat, helplessly full of the subtsance of things gone before. From this point on my mind totters. I seem to remember a nightmare of swiftly advancing waiters in dress suits, armed with striped icecream, cakes, black coffee and the like, but I'm not sure. I seem to recall great numbers of intelligent, scholarly men, men with Dr.'s and Prof.'s before their names, and A.M.'s, Ph.D.'s and D.F.'s after them—gobbling every vestige of this amazing succession of victuals—and then again I don't recall anything. My mind is a blank.

But wait. I nearly went to sleep before chronicling the intellectual part of the affair. The president of the Club is Dr. O. P. Jenkins, the witty and delightful biologist of Stanford. The toastmaster was Will C. Wood, the clear-cut, gracious Commissioner of Schools. The guest of honor was Dr. Alexis F. Lange, the veteran dean of the Educational Department at Berkeley, and all the speeches circled about his head.

Professor Cubberley of Stanford made a fine, genial talk on Dr. Lange's services to the cause of education during the past ten years and his probable work in the same

WHAT ARE THE DUTIES OF AN AMERICAN CITIZEN?

It is the duty of every citizen of the United States not only to obey the laws but to exercise the right of franchise. No citizen of this country is entitled to the benefits of our government who neglects to prepare and inform himself so that he may be able to cast an intelligent and honest vote on men seeking election or on public measures submitted to him for adoption. No one conforms to the spirit of our government as a government of the people and by the people who does not go to the polls on election day and there take his part in the election of public officers and in voting upon public questions, or who does not vote honestly and for the best interests of the country.

Nor does a man his duty by his country or himself who encourages or countenances in any way, whether in public office or in private life, dishonesty, graft, shirking and inefficiency.

(The above was printed on 25,000 cards, and 300 posters and circulated through the S. F. School department before election by the Congress of Mothers with the permission of the Board of Edcuation.)

* * *

By this time, such was our promptness and energy, the oysters had all faded away from their half shells, and the waiters carried away the sad remains, substituting therefor a cup of thick, white, gravy-like soup. The cook had been so unfortunate as to have the cover of the pepper box lose off while preparing this, so it was a trifle too hot to eat, though 'twould have made an admirable poultice for a cold on the chest. Next came a piece of fish, covered with an abundance of rich and delicious sauce—tasting of cheese, mushrooms, bacon, olive oil and everything nice. This was universally enjoyed for a short time, and was succeeded by a handsome beefsteak—or was it roast beef? By this time, my senses were reeling somewhat, and I'm not quite sure.

direction for the coming ten years. The changes toward liberalizing university requirements, the rise of the junior high school and the maintenance of high standards for secondary school certification were largely ascribed to the influence of Dr. Lange.

Dr. Richard G. Boone of the University of California followed with an eloquent little address describing the organization and development of the School of Education at the University and Dr. Lange's work and encouragement in the enterprise.

Then came Lange himself in his characteristic vein, humorous and yet earnest, outlining his hopes and his fears and his intentions for the years to come. He was given a rousing ovation by the 200 guests, one that will linger long in his ears. Nothing is sweeter to a human being than the confidence and respect and appreciation of his fellows, especially if it comes during his life time rather than on his tombstone. Wherefore, Dr. Lange is thrice blest.

Here, then, is the end of my disclosures concerning this affair. If you have been led to read thus far, through hope of something livelier, I can only say that virtue is its own reward and you have probably been much improved by the exercise.

Hold on, there was one thing more, to my mind the most fiendish of all. After the Club adjourned, 'twas almost 11 o'clock at night and I fell in with a group of school men to walk to the ferry. On the way, we stopped at a restaurant and had another square meal of crackers, bread and malodorous cheese! We caught the midnight boat and there we parted. So far as I know, the poor fellows had to starve till breakfast next morning.

* * *

GOOD INDIAN SCHOOL

Sherman Institute is an Indian School at Riverside, California, supported by the Federal Government, and provides for the education of 700 Indian children. They are educated, fed and clothed at Government expense.

The academic course covers work of about the first two years of high school. The industrial course for girls is practical training in cooking, sewing, general housekeeping and nursing. The boys receive instruction in agriculture, carpentry, blacksmithing, engineering, masonry, printing, and shoe and harness making. A complete industrial course is provided covering all these branches and the Indian boys and girls are receiving a practical education. Students are in attendance from California, Arizona, New Mexico, Nevada, and Utah.

While this is a Federal institution, it is located in the State of California and should be more largely attended by pupils from this State. There is an Indian population in this State of over 16,000. The last Federal census showed only 57 per cent of children of school age in school. These Indians are a permanent population of the State and should be made good citizens. All of these children of school age should have school privileges, as it is better to educate them to be useful, industrious citizens than to permit them to grow up in idleness and ignorance, and eventually become a burden on the community.

This school is furnishing a practical education for these children, and the people of the State of California should encourage the Indians to take advantage of the opportunities afforded. The teachers of the public schools can do a great deal to bring these advantages to the attention of the Indians and should encourage them to attend if they are eligible for enrollment. Any Indian pupil in good health who is in the fourth grade, or 14 years of age, may be enrolled.

Teachers in localities where there are Indian settlements should assist these Indian young people to get the best education possible. They need industrial training, and this is an opportunity. Information regarding the school and qualifications for enrollment may be obtained by writing to Mr. F. M. Conser, the superintendent. He is very much interested in this phase of education, and is an interesting man to deal with. He desires to get in touch with others of like mind.

* * *

THE CAUSE OF ELEMENTARY TEACHERS

It is the earnest desire of the Western Journal of Education to keep closely in touch with the elementary school teacher and the problems involved in elementary education. This Journal realizes the basic fact that unless a firm foundation is laid in the lower grades there can be no efficient work in the secondary schools, and the perpetuity of our civilization is threatened. It is to the lower grade teacher, then, we must look for right beginnings. It is this great army of consecrated women that is shaping the destinies of this nation. These good people are coming to realize the great responsibility resting upon them and are organizing themselves into co-operative associations that they may the better serve the cause to which they have dedicated their lines. The Los Angeles City Teachers' Club is one of these organizations. It is with pleasure, therefore, that the editor publishes in this issue the initiatory article by Miss Wilhelmina Van de Goorberg, grade teacher in the Los Angeles City Schools and an efficient member of the Los Angeles City Teachers' Club. It is hoped that Miss Van de Goorberg will find time in her busy life to present each month some phase of elementary school work from the grade teacher's point of view.—Editor.

* * *

THE LOS ANGELES CITY TEACHERS' CLUB

By Wilhelmina Van de Goorberg

The Los Angeles City Teachers' Club, Incorporated, is a vigorous organization of more than a thousand members. Only elementary teachers are eligible to active membership. The club does not exist for social intercourse only, nor yet for study only, but it has the same broad scope as any professional organization.

As a member of the State and National Federation of Women's Clubs, it keeps in touch with matters of general human welfare; through its public affairs section, it studies important proposed legislation, especially that which relates to children and public schools; through its educational department, it brings the members in touch with lecturers, writers and musicians of note. It has not hesitated to make requests of the city Board of Education when its study of a certain situation seemed to point to such a course, and its requests have invariably been courteously considered and usually granted.

The club was organized seven years ago. A form of government was worked out that was both democratic and thoroughly practical. The active management of its affairs is carried on by a board of directors, consisting of the officers (elected by the membership) and the heads of important standing committees. In order that this board might have constant and close intercourse with the members, a membership committee was provided for. This committee consists of one member from each school building, elected by the members there. It meets with the board of directors monthly, when all matters of business are laid before it, and free discussion is indulged in. Any member may be present at these meetings. It is the duty of the membership committee to convey information to the members at their buildings, and to report back their wishes to the board of directors on any matter that the board wishes further advice upon. In addition to this means of communication, the board of directors publishes a monthly Bulletin, which contains full details of all club activities. This Bulletin has one especially valuable feature. It contains a brief summary of the proceedings of the City Board of Education, as reported by the Board of Education member, whose duty it is to attend all public meetings of this body. Much important information on school matters that is not accurately reported in the newspapers, or not reported in them at all, is thus conveyed to club members.

The club has beautiful and spacious quarters in the new Trinity Building, consisting of an office, reception room, tea room and kitchen.

* * *

A YOUTHFUL CYNIC

Teacher—Now, children, what is it we want most in the world to make us perfectly happy?

Bright Youngster—The things we ain't got.

* * *

THEY ALL DO

When he finished his freshman year he thought that he would begin as far down on the commercial ladder as first vice-president, for he knew that by hard work and application he could fight his way to the top-most rung.

When his sophomore year was over he believed that it would be really the best for him to go in as Western field-manager. A taste of the West would do him good, anyhow.

When he had completed the junior year he decided that he would be content to accept the position of chief clerk, as a future president should know all the details of the business.

When his degree was given him he went out and applied for a job, just as anybody else would.

* * *

The Harr Wagner Publishing Company of San Francisco, Cal., will issue within ninety days a revised edition of the Pacific History Stories. The new edition will include "A Story of the Fire of 1906," "The Story of the Panama Canal," and "The Story of the Exposition." Pacific History Stories is known as one of the best sellers. Forty-six thousand copies have been published and sold.

* * *

Rudolph Schmidt, the sculptor, has the original model of a statue of Joaquin Miller, and has arranged with Harr Wagner Publishing Co., San Francisco, Cal., to mold in brass, and other materials, duplicate copies to be sold at the popular prices from $5.00 up.

* * *

Just a short while before Joaquin Miller died, he autographed a limited number of volumes of his poetry. These are beautifully bound and printed, and are sold in sets. The de luxe edition at $60.00 and the memorial edition at $90.00. These are rare books. There are only 250 sets in existence. The book collectors in time will be paying fancy prices to secure such rare volumes.

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Summary of Proceedings of the State Board of Education, Sept. 25 to 30, 1916

The State Board of Education met at Sacramento during the week of September 25th, convening at noon on Monday and adjourning at 3 p. m. Saturday. The meeting opened with all members present.

The President announced that hereafter the Committee on Credentials in Special Subjects would be known as the Vocational and Special Credential Committee and will be composed of Mrs. Ray as chairman, Dr. Stone and Mr. Whitmore. The Committee on Credentials will be composed of President Clarke as chairman, Mrs. Barnum and Mr. Harris.

Mr. L. E. Armstrong appeared before the Board to discuss the Literature Readers. He presented his reasons for the inclusion of "The Merchant of Venice" in the Eighth Literature Reader and expressed his willingness to substitute "Julius Caesar" therefor. He then raised the question of being paid for work done in editing the readers and furnishing pictures and plates for pictures. It was suggested that he submit a bill for the consideration of the Textbook Committee, which he later did, amounting to $227.20.

Bulletin 16 of the Bureau of Education, Department of the Interior, was referred to the Commissioners of Education for report as to the advisability of the Board of Education going on record as favoring the county unit system.

The date for the next meeting of the Board was set for December 4, 1916.

Biennial reports were received from the Investment Committee of the Teachers' Retirement Salary Fund and the Publicity Committee.

The report of the Committee on the Codification of the School Law was received and a bill of Mrs. Ray for $17.50 incurred as a member of this committee was allowed.

The Secretary read a decision from the Appellate Court of Los Angeles to the effect that the applications for preliminary certificates granted cadet teachers should be accompanied by the regular fee of $2.

The purchase of two additional typewriters was authorized.

The date for the high school principals' convention was set for December 27th, 28th and 29th, to be held at Riverside.

Commissioner Wood was authorized to print one thousand copies of the High School Directory for 1916-1917.

The Commissioner of Elementary Schools was authorized to print four thousand copies of her bulletin on the Improvement of School Grounds.

A resolution was adopted authorizing the printing of separate biennial reports of the Commissioners of Education in a quantity not to exceed three thousand five hundred each.

The biennial reports of the Textbook Committee, the Committee on Credentials, the Health and Development Committee, the Committee on Life Diplomas and the Committee on Legislation were received.

The following resolution was adopted:

"Resolved, That where a candidate for graduation from a California normal school has had a reasonble amount of training in music or in drawing and painting and where she has proven to the satisfaction of the president of said school her natural incapacity to meet the requirements of the State Board of Education in either of these subjects, she may be permitted to substitute therefor an equal number of units of work in other subjects; and, be it further

"Resolved, That upon the graduation of such a student the recommending authority of the normal school must clearly state in her written recommendations that music or drawing and painting is not included in her equipment."

The biennial report of the Committee on Vocational Education was received.

The preparation and indexing of the biennial report of the State Board of Education was referred to the Secretary and the three Commissioners.

The following resolution was adopted:

"Resolved, That applicants for the State Board High School Credential, whose degrees were granted before 1895, must present evidence of recent teaching experience in institutions of high school gradt or at least six units of advanced work of collegiate grade within five years preceding the date of application;

"Resolved, further, That all State Board High School Credentials granted hereafter to candidates who have not had twenty months of experience in teaching in the high schools of this State, be limited to expire two years from the date of issuance;

"Resolved further, That all limited high school credentials granted in accordance with this resolution be printed upon heavy paper according to the form of the State High School Credential heretofore issued, with the following addition, to-wit: After the line 'State Board of High School Credential' insert the following, in smaller type: 'Limited to expire.....' (naming the date);

"Resolved further, That all limited high school credentials be signed by the President and Secretary of the State Board of Education."

The President announced the appointment by the Governor of the following members of the State Board of Education: Mrs. Ray, Dr. Stone, Mr. DeMotte and Mr. Whitmore.

A resolution was adopted authorizing the printing of an edition of one thousand copies of the biennial report of the State Board of Education for 1915-1916.

A resolution was adopted authorizing the University of California to certify to the preparation of candidates for special credentials.

A resolution was adopted authorizing the San Francisco State Normal School to certify to the preparation of candidates for special credentials.

It was the decision of the Board that graduate work done at Radcliff College may be considered by Harvard University in issuing the university recommendation.

The claim of Mr. Whitmore for $34 as chairman of the Publicity Committee was approved.

One hundred and forty-two Credentials in Special Subjects were granted; 5 cases postponed and 16 cases denied.

Two recommendations for Health and Development Certificates were granted outright and 2 were granted conditionally.

Three unlimited State Board High School Credentials were granted; 13 were granted to expire in two years; 17 were granted conditionally, limited to expire in two years; 2 cases were postponed and 1 denied.

Mrs. Mary Rinehart was granted a Credential in Special Subjects of secondary grade in lieu of one of the elementary grade erroneously granted at the June meeting.

A resolution was adopted providing that applications for Credentials in Special Subjects must be in the office of the Board two weeks before the regular meeting, exception to this rule being made only upon request of county or city and county superintendents.

A resolution was adopted providing that it be the general policy of the Board to consider credentials only at the regular quarterly meetings.

The Commissioner of Secondary Schools was instructed to add Blaisdell's "Life and Health," published by Ginn & Co., to the authorized list of high school texts.

A resolution was adopted directing that nothing but certified checks, money orders or drafts be accepted in payment of fees for credentials.

The consideration of the manuscripts in Civics was postponed until the March meeting.

The price of the new Sixth Reader was fixed at 20 cents per copy f. o. b. Sacramento, or 30 cents postpaid; and the Secretary was authorized to fix the price of the Seventh Reader on the same basis.

A resolution was adopted instructing the State Printer to print 10,000 copies of Advanced Arithmetics, 25,000 copies of the new Primer, 25,000 copies of the new Sixth Reader, 25,000 copies of the new Introductory History, and 215,000 Copybooks, 1 to 8.

The contest for texts on language books was declared closed. On these, bids were received from the following:

"Progressive Lessons in English," D. Appleton & Co.

"Studies in English," Row, Peterson & Co.

"Language Lessons and Grammar," The Bobbs Merrill Co.

"McFadden Language Series," Rand, McNally & Co.

"The Progressive Composition Lessons," Silver, Burdett & Co.

The Secretary was instructed to pay L. E. Armstrong $1000 for the Seventh Reader manuscript.

A committee composed of Mr. DeMotte, Mr. Whitmore and the Secretary was appointed to prepare a budget for the coming biennium and present the same to the Board of Control.

Retirement Salary Business

Sitting as the Retirement Salary Board, the Board took the following actions:

The sum of $210,000 was transferred from the Teachers' Retirement Salary Fund to pay retirement salaries for the fiscal year 1917.

The retirement salary roll for the quarter ending September 30th was approved in the sum of $46,940.71.

Refunds to exempt teachers amounting to $276.20 were authorized.

A resolution was adopted adding twenty-four names to the retirement salary fund record at $500 a year and for adding the names of nine persons for disability, the salaries ranging from $283 to $416.66 per year.

Retirement salaries of $500 each, granted:

Name and Address—	Years' Service	Annuity
Bacon, Horace G., Cook.....	30	$500.00
Baugh, Arthur Elwood, Orland...	30	500.00
Binkley, Mrs. Lillian P., Turlock..	30	500.00
Christie, Mrs. Kate E., Pasadena..	30	500.00
Colby, Julia E., Oakland.....	30	500.00
DeBrish, Louis, Hayward.....	30	500.00
Dozier, Melville, Los Angeles....	30	500.00
Hatch, Mrs. Louise R., S. F.....	30	500.00
Horton, Marie, S. F.....	30	500.00
Itsell, Andrew J., S. F.....	30	500.00
Jewett, Fidelia, S. F.....	30	500.00
Keaton, Ellen M., San Jose.....	30	500.00
Lindley, Mrs. Clara M., Covina...	30	500.00
Martin, Mary A., S. F.....	30	500.00
Monahan, Margaret, Petaluma....	30	500.00
Morgan, Mary Isabel, Berkeley...	30	500.00
Murphy, William R., L. A.....	30	500.00
O'Brien, Miss Kate, Larkspur....	30	500.00
O'Connor, Joseph, S. F.....	30	500.00
Van Vlear, Mrs. M. J., Hanford..	30	500.00
Wagener, John A., Ceres.....	30	500.00
Westfall, Augusta M., L. A.....	30	500.00

Retirement salaries granted on disability:

Name and Address—	Years' Service	Annuity
Bonnell, Mrs. Geraldine D., S. F..	22	$366.66
Cornell, Mrs. Sarah Hughes, L. A.	17	283.33
Haggard, Walter J., Occidental...	27	450.00
McCandless, Ella May, Round Mt.	17	283.33
Martin, Joseph George, Fallbrook.	27	450.00
Null, Emory Marion, Shingletown.	21	350.00
Paxton, Katharine R., S. F.....	25	416.66
Perlet, Mattie Florence, S. F.....	25	416.66
Simon, Laura F., S. F.....	19	316.66

* * *

Butte County.—The county will vote on a charter this fall. This provides for the appointment of the county superintendent by a county board of school trustees to be selected by the voters of the county.

* * *

PRACTICAL IDEALIST

Teacher—Now, Charles, what beautiful phenomenon is to be seen frequently when the sun shines while it rains?

Charles—Umbrellas.

* * *

NIL DESPERANDUM

(Shakesperean Sonnet of a Sweet Girl Graduate)

By May Ayres

Here on the threshold of the world I stand
Dazed by the vision of my future life,
When, yielding to Necessity's command,
I too must join the never ending strife.
Before me lies each weary, weary year,
Youth slowly changing into middle age,
My home an alien room, devoid of cheer,
My only thought—to earn a living wage.
Day after day in unremitting toil
Still shall I labor on, my dying groan,
Drowned in the heartless city's loud turmoil—
I shall expire unfriended and alone.
Yet—stay! Before Death comes, the grim destroyer,
Who knows but I may—marry my employer!

The School Teachers' Page

Eliza D. Keith

CIVICS*

The Making of Americans

The strongest tie is the tie of family relationship.

Next to family relationship come the ties of common nationality and language.

Americans in foreign cities usually drift together, take lodgings in the same locality; form the "American colony."

Foreigners in American cities flock together according to their nationality or language. In San Francisco, we have Chinatown, and also the Italian quarter sometimes called "Little Italy."

This grouping of foreigners in American cities is an important matter, and has great influence on the life of the nation.

America is the land of freedom, of equal rights, and the guarantee of that freedom, and of those equal rights, is the flag which floats over our common city, our great nation.

Millions of people have come to America for religious freedom, for freedom of political belief, for greater opportunity and freedom of labor.

Foreigners become transformed into Americans, chiefly through their children who go to the public schools.

All who live in America gradually come to share in the common interests of an American community.

The Care of Health In the Community

The pioneer family took care of its own health.

New dangers to health arise with the growth of the community.

The refuse of factories, the sewage of dwellings poison stream, kill fish, and send forth vile odors and disease germs.

The drinking water from wells and streams near human habitations becomes impure.

The larger the population, the greater is the danger from epidemics of disease.

Dishonest dealers often sell impure and unwholesome food.

Dangers from rapid transit, street cars, railroads and automobiles increase with crowds.

Crowded buildings, poorly constructed, unsafe elevators, burning houses, robbers, and criminals, are dangerous to life and limb.

Indoor occupations for pale, sickly people make them weak and stunted.

A growing community with its citizens all busy at their various callings, needs organized, systematic protection.

Government is given charge over the health arrangements of a community.

Boards of Health, health officers, health policemen, or health inspectors, and city physicians are all parts of the government arrangements for taking care of the health of the community.

A community cannot be served by the private sewers of individual property owners.

A community must have a well organized, adequate sewer system.

A pure water supply and a good sewer system are indispensable for the health of the community.

Drainage, a pure water supply and the health of the community depend upon one another.

Cleanliness is the best preventive and the best precaution against disease.

"Don't spit in public." Keep your own premises clean.

Every city has its street cleaning department.

The smoke nuisance in a large community is a menace to health as well as being a detriment to beauty in a city.

Parks and playgrounds are necessary for the recreation of the people.

Cities have public hospitals supported by the government, by corporations, by fraternal and benevolent societies and by churches.

The government can declare a quarantine against a home, a district, even against an entire city, in order to check the spread of an epidemic.

A sign is put upon a house in which there is a contagious disease.

Physicians must report cases of contagious disease to the Health Officer, who then placards the place.

Members of a family in which there is a contagious disease are not allowed to go to their places of business. Children in a family where there is contagious illness, are excluded from school.

One community must not injure the health nor infringe upon the rights of another community, as for example one city must not pollute another city's water supply.

Seaports must guard against admitting disease with immigrants, or against allowing infected trees, plants or fruits to enter the country.

We must not let immigrants start something in the way of disease or of immorality.

There is a State Board of Health to prevent the pollution of streams and to prevent the adulteration of food.

Cities, counties and townships in their health laws must conform to, or agree with the broad regulations of the State.

The National Government protects the health of its citizens by giving a medical examination to all immigrants before they are allowed to land.

Immigrants too poor or too sick to take care of themselves without becoming a public charge are sent back to their own country.

Congress compels meat packing establishments to be inspected, and diseased meat, or poor food, is condemned.

If the public officials of the community cheat or deceive the public, if the public officials neglect their duty, or take bribes to let the guilty escape, or to let the dishonest dealer defraud the public, then dishonest public officials should be exposed and removed from office.

Every citizen should do his duty as a man, as a citizen, by watching the government and by helping the officials to do their full duty.

The Danger of Fire To a Community

Fire is the chief danger to property, and often to life in a community.

In the country, the people usually have themselves to blame for a fire.

In the city, the safety of a citizen's home depends largely upon his neighbors.

Fire is an enemy of the whole community.

The whole community must unite for defense against fire.

Benjamin Franklin aided in the organization of fire companies for Philadelphia.

Until recently, the fire companies of cities have been volunteer associations.

In modern cities the fire-fighting arrangements are all that skill, money and science can make them.

Trained fire horses, automobile fire engines, chemical engines, water towers, electric signals, an all round up-to-date equipment, paid companies, all make for efficient fire protection.

The fire fighters are organized into permanent companies, with perfect discipline, and are paid by the community.

The fire department is under the direction of the chief of the fire department. The chief is appointed either by the mayor, or by the fire commissioners.

An adequate water supply is absolutely indispensable for perfect fire protection.

In the earlier days, private wells and cisterns provided water for fighting fire.

Cities on great lakes or by large rivers draw their water from the lakes or from the rivers.

Storage reservoirs are part of an auxiliary fire system, as in San Francisco.

The fire department requires men of intelligence, sobriety, courage and endurance, men who are willing constantly to risk their lives for the safety and protection of all.

Lack of proper precautions in building, especially in large cities, often causes disastrous fires.

Builders often lack intelligence, and so they often take great risks unknowingly.

Often greedy owners take risks for the sake of saving the money that it would take to build in the way of "safety first."

A builder is a good citizen when he builds well.

A builder that sacrifices the safety or the health of the community to greed, to his anxiety to have big returns on the money invested, is not a good citizen.

Fire Insurance

Fire insurance companies are organized to prevent great loss to individuals from fire.

When a man insures his property, he has to pay the insurance company a certain sum, called a premium, for the protection, the guarantee against loss afforded by the insurance company.

Many thousands of premiums form the insurance fund out of which the policies or fire losses are paid.

When a fire insurance company has to pay heavy losses, the company raises the rate of insurance. Thus people everywhere help to bear each other's burdens.

Fire insurance companies have a strong influence in keeping fire departments efficient, for where the protection is poor, or inadequate, the insuarnce rates are very high on account of the big risk.

*This series on Civics is based upon the text book of the California State Series, Dunn's Civics; the Community and the Citizen.

Other Dangers To the Community

Thieves and other criminals endanger property and the lives of citizens.

In primitive or unsettled communities, justice is often administered by voluntary organizations, known as vigilance committees.

San Francisco, more than once, has had a Vigilance Committee.

Every American citizen has the right to a fair trial by a jury of his fellow citizens.

The Constitution of the United States says: "No cruel and unusual punishments shall be inflicted," and that "no person shall be deprived of life, liberty or property without due process of law."

The police of a city patrol its streets day and night to protect the life and property of its citizens against violence.

The police keep order in crowds, guard dangerous street crossings, assist people across the street, regulate the movement of vehicles, enforce the rules of the Board of Health, keep crowds back at fires, restore lost children to their homes, regain lost or stolen property, and keep order generally.

A policeman needs to be strong, brave and intelligent.

In times of great danger, private citizens may be sworn in to help the police.

Let There Be Light

An adequate system of street lighting is important in any community for the safety of property and of life.

The street lighting plant is sometimes owned by the city and managed by the municipality, but usually the street lighting plant is run by private citizens, who are paid by the city for the gas or the electricity used in lighting the community.

Governmental Regulation Of Business

The government often regulates certain kinds of business, for instance, the government forbids the manufacture of explosives near a community.

The government restricts the liquor traffic.

Some communities have prohibited the sale of liquor.

The sale of liquor, with the consequent drunkenness and disorder causes the need of a large police force in large cities.

The government regulates pawn shops to prevent the pawn shops from receiving and selling stolen goods.

Safety First

Each man's safety, even his life, depends largely upon the carefulness of others.

A man who drinks, even moderately, is not a safe conductor, an engineer, a motorman, elevator man, truck driver, steam boat captain or a man at the wheel.

Big corporations, big interests are demanding total abstinence from their employees, on the ground of "safety first."

"Safety first" is the policy of the business world today, prevent the accident, rather than neglect precaution and then punish the guilty or pay damages after the accident has occurred.

The law compels railroads to safeguard their crossings and to station watchmen at danger points, or to run their trains in subways or on elevated roads. Speed is regulated by the government.

The government appoints building inspectors, boiler inspectors, steamboat inspectors, elevator inspectors, food inspectors, and yet the law is often violated, and frightful calamities occur.

The State government is above the government of a city, the State can call upon the city to help enforce the laws of the State.

State Militia

The State militia correspondes to the police of cities.

The State militia is composed of a number of regiments of volunteers.

The governor may send the militia to aid in restoring order in a community when the police fail.

The President of the United States may call out the militia of a State to suppress insurrection or to repel invasion.

The Army and Navy

The United States maintains an army and navy for defense.

The United States army defends the territory of the United States from invasion.

The United States army may be sent to any part of the world to protect the rights of American citizens.

The United States army may be called upon to settle local disturbances.

The National troops are usually more effective in restoring order than either the militia or the police.

The United States navy protects the coast of the United States, and also protects the interests of American citizens in foreign lands.

The National Government of the United States has removed obstruction to navigation along the coast of the United States, has improved harbors by erecting lighthouses, has established life-saving stations, has constructed levees along some of our great rivers, has built jetties as at the mouth of the Mississippi and of the Columbia,

The protection of life, health and property is placed almost wholly in the hands of the local government.

The State government acts only when the welfare of the State demands it.

The National Government acts for the Nation at large and interferes in local affairs only when the interests of the Nation are at stake, or the affair is too big for State and city to deal with in an effective way.

* * *

SPEECH DEFECTS

The San Francisco Board of Education has employed an expert, Mrs. Mabel Gifford, to take charge of the correction of defects in speech among school children. Mrs. Gifford conducted clinic classes last term at the Affiliated Colleges, and at the Mission Grammar School. The improvement in stuttering, stammering, lisping, etc., was very marked in the case of all those who attended her classes.

There will be five centers in the city and Mrs. Gifford will spend the forenoon of a day at each of these. Parents from the neighboring schools are requested to be present during the lessons so that they may co-operate with this training at home. A teacher will also be present from each school who will learn the methods applied by Mrs. Gifford and can take such instruction back to the school. Thus the home, the expert and the school will co-operate in this work. Children who go to Mrs. Gifford once a week will have similar training at their school during the other four days of the week.

Many people leave school early because greatly embarrassed by the handicap of defective speech. Their success in life is greatly marred by such defect. Most of these faults of speech yield very readily to correct treatment but it must be the treatment of an expert. This branch of education has long been neglected. San Francisco is the first city west of Chicago to employ an expert for this work.

THE TEACHING OF SHORTHAND

Some Suggestions to Young Teachers

By John Robert Gregg

This little volume will be a valuable addition to the library of the shorthand teacher. It is a compilation of talks given by the author before various bodies of commercial teachers, and is consequently both practical and inspirational.

Among the subjects treated are the three main divisions of shorthand teaching—the presentation, the application and the examination; the training of the memory and the development of concentration; the secret of speed in execution; the use of the blackboard; discipline; differences in day and night school methods; what should be expected of a student at graduation; and the application of modern efficiency principles to the teaching of shorthand.

Every suggestion made has been tested not once but many times by teachers of wide reputation, and any one of the dozens given is worth more than the price of the book.

The Teaching of Shorthand: Some Suggestions to Young Teachers. By John Robert Gregg. The Gregg Publishing Company. 155 pages, bound in cloth, 75c.

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Editorial

Scientific Attitude Now Dominant in Education

Educational journals throughout the country are now pregnant with the subject of scientific tests and measurements. On one hand are the psychological scientists attempting to classify children on a mental test basis. On another are the pedagogical scientists manufacturing tests and experiments for classifying children on a subject basis, such as reading, arithmetic and so forth. Yet, on another hand are the administrative scientists analyzing school systems as a whole, attempting to form means whereby the efficiency of whole school systems can be ascertained. The country is rife with the scientific spirit. This bodes well for educational affairs. The laboratories for investigation abound on every hand. The work is too new for much constructive result, at the same time the attitude on the part of school officials to subject their systems to the search-light of impartial criticism is indicative of a better school day.

It is perfectly legitimate to test the mental condition of children; it will probably prove of educational value to devise scientific tests in the fundamental subjects; and no doubt much is to be gained by a careful study of school systems as a whole; but it must not be forgotten that looming large at the center of this whole movement is the mass of little children submissively placed in the hands of teachers with the expectation by parents that somehow or other these children will come out at the end better equipped to meet the problems of life than they themselves have been. The question of materials and methods to use in this process is of tremendous importance. The constructive supervision of teachers is a vital factor. The development and preservation of a professionally-scientific attitude on the part of teachers and principals is a problem yet unsolved, and away in here at the heart of things, the boys and the girls are the elements to be most vitally considered in any scientific investigation. Not only to test, but what best to do is the question. The selection of materials and how best to use them still needs serious attention. Every school system needs a Charles A. McMurry.

Importance of Reading as Fundamental Study

Back and back again are we forced to the conclusion that reading is the most fundamental study in our school curriculum. If a child can't read he can't interpret the problems in arithmetic, and of what use is all that abstract number work if he can't read a problem and from his own reading interpret what the author expects him to do. If he can't read how can he follow the directions laid down for him in his formal language works? We now have two excellent language books in our State series. The language used is plain; the directions are simple; much of the work consists in interpreting pictures and stories; but if children haven't learned to read simple English what does it all mean to them? It is true that teachers might reorganize the material and handle it all orally, but if children can't read, the probabilities are they cannot express themselves in writing. Our State texts in geography have been compiled by men dominantly elementary in thought, yet the material used, especially in the advanced book, is particularly mature in thought and the words used require a thorough education in English for interpretation. In this respect the advanced book is ill-adapted for grammar school work. Yet, pupils in the sixth grade are expected to complete it. The topics can be treated more or less orally, with some map work, but unless pupils have almost a complete English vocabulary most of its contents are Greek to them. The questions at the end of the chapters cannot be interpreted by children principally because the children cannot read them. All through and through every day's work do we see the constant necessity for teaching children to READ. If the child cannot read at school he cannot read the newspaper at home. If he doesn't learn to read at school, the whole world of literature, papers, magazines, books and what not will be closed to him through life.

We are sometimes disappointed to find that children feel that they can run away from the reading lesson to do errands for teachers, help a little in the cooking room, or find almost anything else to do but get right down and do some work in reading.

It is important that children learn to cook, and to sew, to work in wood and stone, but it is also important that they learn to read. It is just this distinction that marks the difference between the ignorant pottery maid though her work be perfect and artistic, and the cultured, refined mother in our modern home of today.

Nor is the fact that children are colored, or of foreign-born parents any excuse for their not learning to read the English language. Because of the absence of English in their homes and their own consequent limited English vocabularies is all the more need for an intensified study of reading at school.

Somehow or other we feel that to equip a child with a command of the English language is to bestow upon him the best single element in our American civilization, and to let him leave our schools without this equipment is to handicap him or her for the rest of their lives. Let us then, good teachers, make a stand for the integrity of the reading hour and improve every opportunity throughout the day to enlarge and enrich our pupil's English vocabularies.

Pre-Promotion Practice Prevents Pupil Welfare

There has been considerable ill-advised school philosophy prevalent in recent years, concerning the promotion, demotion and pre-promotion of pupils in the schools. It seems easy for a speaker on a public platform to throw out the suggestion that all pupils in a class should be promoted, and that the exceptionally bright pupil should be placed in a grade ahead. Teachers, principals and superintendents should be pretty careful about adopting this sort of educational philosophy, for no one element in a school is so important to the grade teacher as the proper classification and graduation of her pupils. It is this important element that lies at the very foundation of our modern school systems. If it be argued that teachers should always deal with children as individuals and not as members of groups, then each room should be an ungraded room and group work should give way to individual. But there is room yet for group work in our highly organized social system, and our children can and need to work in groups toward common ends. If by the promotion of laggards and pre-promotion of the exceptionally bright pupil, group work becomes impossible, then one of the chief aims of our educational philosophy fails.

But the deteriorating results are not so easily seen in this larger realm as they are in the immediate effect upon the individual room or school. If Willie Smith is promoted from grade to grade each year regardless of his attitude toward, and accomplishment in the work of the previous year, it is readily observed that he is out of place, out of harmony with and therefore a stumbling block to the other 19 pupils in the class. It isn't justice to this large number that in each recitation this incongruity should appear, nor is it justice to this teacher who must of necessity shape her work to meet the demands of this larger group. The only hope for Willie is individual help outside school hours, or work in an ungraded room where such conditions are common. It often happens that his retarded condition is due to his own willful neglect and his utter disrespect for such a fool philosophy. A careful determination of the actual facts should be made by the principal and teacher in charge and some definite disposition of the case be made early in the school year, so that Willie can be saved from a year's struggle with material beyond his reach and the teacher and other pupils be saved the nervous wear of a constantly inharmonious condition.

Now, the practice of pre-promotion works equally as bad and if carried on for a year or so in a given school reduces the average intelligence per grade and makes impossible the following of an average course of study. The facts are readily observed. Mary Jones reads exceptionally well in the fourth grade. Here is the chance to encourage genius, so Mary is promoted to the fifth grade. The stories in the fifth reader have been selected at random from Aesop's Fables to Dante's Inferno. On the day that one of the one-syllable fables are read it is discovered that Mary Jones reads exceptionally well, and in order to give another boost to budding genius she is promoted to the sixth grade, and here another teacher finds her when she is nine years old, a beauitful little black-haired creature, bright and capable for her age, but far too immature for the bulk of the work of the sixth grade. The language of the arithmetic she cannot understand,

the work in geography far beyond her years, competing with pupils larger and older than herself, dealing with material beyond her comprehension no wonder she suffers from nervous prostration before she finishes her course. If this policy is carried very far, the older and more advanced ones begin to question their own abilities and a general dropping down of ideals and efforts takes place. The teacher is forced to reorganize all the materials, the course of study becomes useless, and the whole school finds itself drifting to a goal it knows not where.

No, good principals and teachers, don't get anxious to pre-promote that bright little boy or girl. You are really robbing her or him of a year at school. It is better for her, or him, to feel the exhilaration of being a leader in the class than to find themselves competing with those beyond their years. It decreases your average ability per grade, affects the welfare of your older pupils, hinders the teacher in her work, and casts a serious reflection back upon your school when your pupils enter another institution immature, unprepared for the more strenuous work set before them.

Discipline Problem
vs.
Efficient Teaching

The grade teacher as she enters her room at the beginning of the school year, finds herself face to face with a two-fold educational problem. On the one hand is a group of restless humanity, the faces, names and characters of whom are new to her, fresh from the streets and disorganized activity, having been to a large extent unconstrained, uncontrolled and now entering a condition which of necessity must reduce their freedom and require some systematic action. It isn't to be expected that these children will immediately adapt themselves to the new situation, but it is a point commendable in them, and in our public school system, that whatever be our faults, we as a people are known the world over for this peculiar trait of adaptability to new and untried conditions. Is it not possible that even this experience of entering school each year has much to do with developing this characteristic?

The first problem the teacher finds here is one of discipline. She must have order, she must have system, in other words she must have organization.*

Important as the problem of discipline is, back of it all and through it all must be the determination to do good teaching. Whether discipline comes first, or good teaching first, it matters little. Certain it is that good teaching cannot take place in disorderly conditions, and attention of pupils must be had before instruction or effective work can begin. It makes no difference what the teacher before has done (it really does with the children, but it shouldn't with the teacher), the teacher now is the important factor, and it won't hurt the children to re-adapt themselves to a new situation.

The first few weeks are the critical ones. New names and characters are to be learned. Much of the material has to be reorganized and presented in a semi-oral fashion and the children need to be kept profitably busy. Nor will it do that they be kept **merely** busy. The teacher who covers the blackboard with abstract problems in arithmetic, or who gives children long poems to copy **merely** to keep them busy does not bear the stamp of an efficient teacher. Children must be taught to interpret lessons from books. They should be taught to study books, and it is probably practical for the first few weeks at least that every lesson should be a reading lesson to see how many and what pupils can understand the materials of their grade.

It is at this time that the new teacher needs the advice and co-operation of her principal for children are keen to detect the difference betwen the philosophy of the teacher and the general atmosphere of the school.

It takes time to blend the different elements into a co-operative effort for the welfare of children, but when this takes place, and the teacher has secured order and discipline in her own room there is little doubt that effective teaching will come.

* * *

THE JAYHAWKER

His Biography

The Jayhawker was born in a lowly hut on the plains of sunny Kansas, 'way back in 1873. He received his elementary education in an old stone school house that bore the inscription over the front door, 1867. This old school house stood between two creeks, and the yard was bordered at the rear with a country graveyard, on two sides with cornfields, and in front with the public highway. That inscription above mentioned received an annual spatter of gumbo mudballs. The back wall of the room became rent from top to bottom, and some miscreant pulled out a few stones and made an opening through which the teacher might throw an unruly boy should occasion demand such strenuous discipline. The teacher's desk was between the two front doors, which further explains the necessity of an easy exit in another direction in times of stress and storm.

Most of the teachers who taught in that old school house in those pioneer times were veritable devotees of a worthy cause. The Jayhawker remembers those consecrated people with a feeling of deepest respect for their devotion to lofty ideals. It was not compulsion in those days that teachers be graduates of some institution before they could enter school work, but if the Jayhawker's memory fails not, the very simplicity of some of their learning put them immediately in closest sympathy with their children, and they as teacher and pupil worked out some of the very fundamentals of American education. The Jayhawker is wondering now, if with all our complexity of modern school systems, with all our rigid requirements of teachers' certification, we are teaching children the real fundamentals of common, everyday life as we as children in that pioneer time learned them. We didn't know, nor did the teacher know much about European history, but we had to name the early explorers and explain in detail their operations in this country. We had to follow pretty closely the development of this new civilization, but we called it then merely United States History. We had to work those problems in Ray's arithmetic or feel ourselves veritable outcasts among our fellow pupils. We had to answer all the questions in Monteith's Geography, but we came out with a pretty definite notion about the earth as the home of man. We had to know all the parts of speech and be able to parse them; we had to analyze and diagram sentences; we had to write an occasional composition, but we called it simply grammar. The Jayhawker can't yet see after years of higher education, after a score of years of teaching of all sorts of children under all sorts of conditions, how we can teach children the English language and ignore the fundamentals of that language. Here we have a means of communication between individuals, a means of learning all about human actions everywhere through the medium of the English language, and yet some of our good people think it not important that children see that letters make words, words make sentences, sentences express thoughts; that these words are grouped into classes called parts of speech and that these parts of speech have characteristics and relationships peculiar to themselves. The Jayhawker had to learn these fundamentals of the English language whether he wanted to or no, and he looks back with deepest respect to those teachers who saw this absolute necessity and required that this task be done.

The Jayhawker was required to learn to read in those good old days of yore; and no maudlin sentiment, no plea for more interesting material prevented the accomplishment of that task. In fact, the Jayhawker looks back on those simple school days with deepest regard for their simplicity. He sees more and more, as the years go by, the necessity for keeping pretty clearly in view a body of material with which all children should become acquainted in order to comprehend our American life, in order to live simply and well, in order to go on in whatever line his special capacities lead him and yet keep close to a common ideal.

The Jayhawker was eighteen years old when he graduated from the eighth grade in that old stone school house, so that age had brought maturity of mind enough to comprehend, in some measure at least, the importance of the fundamentals of life and make him to know that there are some tasks that need to be done whether childish fancy dictates or no. And so, when he sees some of our school people today crowding children along, advancing them into grades and material facts beyond their years, he wonders that the little people do as well as they do. Suppose we pause in our mad rush to get children into intermediate and high schools, and let them have a little time to absorb some of the fundamentals of real life and have some opportunity to grow in mental stature.

JAY HAWKER.

*Every teacher and principal should secure "Pedagogical Summary" for September, 1916, and read Charlotte E. Barnum's article entitled "Systematic Guidance for Teachers-in-Training in the Grades." For the principal, there are constructive suggestions here that will serve well as a basis for estimating the ability of teachers. For teachers, there are here many excellent suggestions that will serve as a basis for self-analysis and analysis of her situation. It will be noted that her ideas of discipline do not readily accord with ours.

RECONSTRUCTION

CIVIC DUTY

Edited by Ednah Aiken

Every now and again, some newly realizing voice tries to rouse us from our civic apathy, endeavors to push us into playing our part in the great game of self-government. For a space, there is a great rushing around of folk whom Wells pictures as saying: "For Gawd's sake let's do something now!" We have to endure the discomfort of a thorough housecleaning before we may pass into the somnolent peace of the resultant satisfactions.

Ours is certainly not the period of satisfaction. It might be called the period of intensive education. We will be housecleaning for many years yet, for years to follow the closing of the war. Disorder in our neighbors' houses has made us critical of our own. Every brush and broom maker, moreover, has scented the spring cleaning; knows that there is opening a wider, easier market for his wares than has ever happened in his particular lifetime. No reformer or idealist dares so much as nap today.

The world stage has been so long occupied by a sex demanding the privilege of voting that attention has been for the time diverted from those who shirk the obligation. An important election sends us the old housecleaning discomfort again. We find ourselves attacking the same chronic disorder; again dreading to make it a spring cleaning; deciding to do it superficially; hoping against all reason for a more auspicious morrow.

Worshipping freedom as Mayflowered descendants must, we repel the whisper of conscience that the vote should not be a shirking possibility; the thought of an obligatory vote fills us with revulsion. That the paying of compulsory taxes leaves us any freer than would the casting of an obligatory vote, is not quite final to the dispassionate student of democracy, who knows that we have quite a little yet to learn about freedom.

We hear our lips say that freedom is relative; and we know that we know that personal freedom may not encroach on the freedom of our neighbor without catching a glimpse of barred windows, but we still turn a constitutional hatred to paternalism whether it wear an inherited crown or composite halo. As a nation, we have yet to acknowledge that freedom, immune in a democracy from tribute-rendering to privileged persons, is not exempt from acknowledging obedience to accepted ideals. As a nation, we may yet agree that voting is as much a part of our obedience to accepted ideals as is taxpaying or keeping the peace. Little groups, growing larger, may make membership in their associations contingent on a pledge to vote; widening circles of volunteers may push the nation towards that realization of civic duty which punishes in Belgium, for instance, the first failure to vote by fine, as the second; and the third by eternal loss of the privilege.

Inevitably this connotes a more thorough system of education. Again, the disciple of democracy finds himself knocking humbly at the door of the public school. To reach his goal he must go through, not by, that institution. Adult education, to be thorough, is tedious, or smacks of revolution, and is always prohibitively expensive.

Why we allow our children to escape from the one thoroughly organized association we have into a world of confusing organizations, why we do not catch them where and when we can to impress upon their eager imagination the romance of compulsory education is a marvel of bad business method in an age of good business methods. We are forced to use mountains of postage, and clerical force, and duplicating club lists upon escaped pupils, adults, who have learned the romance as a dull lesson in civics and who gape as do we over the repetition of trite facts.

THE GREAT CONSCRIPTION

It IS a romance, our democratic conscription, and the pity of it is that it must be heard first, not as a romance, but as a dry definition. It would have read as a fairy tale to children of other civilizations, whereas ours, many of them, escape without knowledge of their democratic baptism, of their conscripted obligation. Odd, when you come to think of it, that we expect graduations for our children but have not yet awaked to a desire for an initiation! Significant that no parent or teacher has yet arisen to weave into ritual a civic baptism for the boy's or girl's first day of school. We are reaching the realization of the necessity of ritualistic initiation for the welcoming of the alien into citizenship. Rituals are being evolved for the immigrant; and for the Indian who accepts the term, to him ironic, of Americanization; but for the child on whose shoulders the responsibility of government will some day rest, nothing more than a shoving into a clean shirt, and a dumping into a straitjacket class which will enclose him until an eight-year term is done! Parental authority appears to send him there, as to keep him there; no one tells him of the romance. He is allowed to learn it dully, when he might have gained it with aid of celebration, with color and patriotic music and thrill of a ritualistic welcome.

The writer has been taking casual statistics, jotting down answers from boys and girls who have "finished" school, meaning the grammar school, as well as from those along various stages of the road, and so far not one has been able to give a hint of the reason or fact of the great conscription. Not one has sensed the truth of his being a civil soldier, a conscript to a great ideal of government, to a pledge made in an old courthouse and repeated grandly at Gettysburg. Yet it is the schoolroom where an unforgettable thrill waits the memorizing of the epigram that ballots, not bullets, are to win the future battles of the world.

Says a contemporary critic, following Plato: "I would make a large part of the process of thinking in schools and colleges the discovery of what one likes and wants; the control and direction of desire. Almost the whole object of education should be to know what one truly and whole-heartedly likes and wants."

The first immediate want for the emerging independent life is a decent place in which to live. That each citizen has the privilege to demand decent conditions of life should be taught in the public schools, as well as how to demand them, and what those progressive decencies are. To think clearly, to report accurately, to act swiftly and together on and for the object of desire is the attainment the idealist desires for the youth of our country. That it is far from the present attainment is proven never more clearly than at voting time, when hysteria and dogma sweep the mob, separating it according to popular superstitions and fashions, and not at all by what it truly and whole-heartedly likes and wants, the sum of which is a decent place in which to live.

CIVIC IMAGINATION

Various methods of claiming the civic imagination of the junior citizen are recommended or are in use throughout the States. The community centre idea—the use of the school as the polling place; self-government. Each in the final analysis dependent on that fine modern teaching which relates the subject matter and immediate experience at once to life and civic responsibility.

The larger use of the school plant which has brought about valuable results is not an end in itself. It must be made an object lesson by the teacher before its influence can be measured. And the teacher, in turn, waits on public opinion. In San Francisco where thirty-six schools have been obtained as polling places through the untiring efforts of three women, there is as yet no concerted effort to make their success a triumph. Only a few unrelated voices are demanding pre-election day talks and debates in the schools.

Much of the apathy is due to lack of information. How many citizens of San Francisco know that thirty-six of their schools may be voted in on election day? How many know of the widespread effect of the "Wisconsin idea," which is after all an accepted European idea? Or of the work of the President's daughter, Margaret Wilson, who has made the wider use of the schoolhouse her special dedication? Miss Wilson in an address before an association of teachers in Wisconsin is reported as saying:

"We believe that in this movement, the community center idea, lies the answer to the problem before all Americans, how to organize for the purpose of taking an intelligent part in our own government. In private business, organization has proved itself fearfully powerful. Let us organize ourselves, so that we may be powerful for the common-good, and inspire fear in those who are working against it. The bosses are doing something all the time. We will have to organize as thoroughly as they are organized. We must take our public school buildings, and make of them meeting places for our assemblies, I mean of the people, and organize according to voting districts to deliberate and vote in our assembly halls. We should consider it absurd for our representatives to vote without long deliberation. Surely the time will come when it will be considered just as absurd and useless for us to vote without long deliberation. We intend to deliberate in the school buildings, and of course we want to vote where we deliberate. In this way it will be possible to make the school districts and voting precincts identical, in order to have one unit of neighborhood as a basis for organization. It will be argued

that the school district might be too large to be a voting precinct. A building which is large enough to accommodate all the children of a school district and which is accessible to the children, is surely accessible to all the adults of the district, and can accommodate them for voting purposes."

The related movement to employ the schoolmaster as the voting clerk of his precinct finds many opponents, though Wisonsin has tried it to good effect. It is the beginning of the inevitable demand that the teacher's position assume more of an organizing and less of an academic character. We are ready to do away with the old idea that a schoolmaster is a gardener, a man who waters and prunes rooted plants. Organization and efficiency are the slogans of the hour, yet how many schools have organization as an item of school curriculum? Woodrow Wilson comes perhaps at the end of a period which accepted the idea of pedagogical detachment from life as the classic ideal for a leader of youth. The teacher of tomorrow has a tougher job awaiting him. He will teach his pupils to apply the lessons learned in the classroom, and alas, for him, we will then insist that he sees that they apply those lessons efficiently. Teacherhood of the future will not attract the moron; it will not be the half-way house between immaturity and marriage; it will be an executive position, and the test of fitness will be the turning out of bands of lusty young executives. Hasten the morrow!

THE LARGER USE OF THE SCHOOL PLANT

The School as Polling Place

The way San Francisco achieved the use of thirty-six of her school houses as polling places makes an interesting bit of local history. Three years ago, Mrs. L. M. Culver and two other equally indomitable women, Mrs. Fred. W. Thompson and Mrs. A. G. Boggs, went before the Supervisors with their plea for the use of the schools as community centres. They had had conferences with the city attorney; and were armed with encouraging data. The Board referred them to the registrar, Mr. Zemansky, who assured them of his immediate co-operation, could they bring the Board of Education to their way of thinking. In spite of the hospitality of President George E. Gallagher, and the persistence of this self-appointed committee, the matter hung for two years. Then the committee was promised the opportunity of an experiment, and thirty-six schools were selected wherein to revive the old custom. The list of these schools is given below.

The first election day following the consent of the Board, the innovators visited the schools as a chiel amang them, taking notes. Only one complaint was recorded, the Starr King rooms not having been left in an orderly condition. The result most appreciated by the visitors was the interest taken in the voting pilgrimage by the children of the school. It was an object lesson in civic duty.

Several parents discovered the schools. One father whose children had graduated from the school he was visiting for the first time, observed several defects in the school building. The yard, he found, was graded towards the structure instead of away from it. He asked if the water did not stand around the building during the winter storms. He was told that it did; that, in fact, bridges had to be kept in the basement for the safe entry of his children into school on rainy days.

"Why," he wanted to know, "had it been built, and graded that way?"

"Because you never came here before!" was the immediate answer in which he himself concurred.

Registrar Zemansky has agreed to add other school buildings as swiftly as it becomes practicable. Since the fire, the schools have been heavily taxed for space, and all schools have not room for the restored custom. Neither would it meet with the favor of the friends of the movement were any of the classes to be displaced by the adult voters. One of the desired results would be lost. It is hoped that teachers will take advantage of the object lesson; that they will encourage debates on the leading questions of the hour; will evolve means whereby to vitalize public affairs, and to put an end to that stupid slogan, "Take the school out of politics," by placing permanently politics, in its restored definition as the science of government, into the curriculum of the school.

* * *

In Athens the magistrates used to send round the Scythian Bowmen, who acted as their police, to scour the streets with a rope colored with vermilion, and drag towards the Pnyx (the place of assembly) citizens who preferred to lounge or to mind what they called their own business, as if ruling the State was not their business!

—James Bryce.

* * *

PUBLIC SCHOOLS AS VOTING PLACES

By Mrs. M. E. Culver

Foreign countries have, in all times, used their public schools as voting places and in many cities of our own country the schools are utilized for the same purpose.

In our rural districts we find that nearly all matters of public importance are discussed at meetings called in our public school buildings. Children in the mountain districts and remote valley settlements have a wider knowledge of Civic, State and Federal duties than have most of the children in our cities where the public schools are not used for voting places. They hear the questions of the day discussed by groups of voters on the school playground. They see the people gather from far and near, and they know it is only a question of time when they, too, will be called upon to assume the duties of citizenship.

Over our entire State, the public has bought, paid for and owns its natural voting places in our public school buildings. There need be no confusion or opposition, as was proved at our last election, on August 29, 1916, when we used for the first time in our city thirty-six of our school buildings for polling places.

The schools were brought closer to the public, and greater interest in public affairs and school affairs was the result.

Pupils watched with interest the new regime and criticised whatever seemed to them an infraction of our voting laws. At one school the boys entered a complaint that men were electioneering inside the one hundred foot limit of the polling place. Foreign-born boys and girls asked what measures they must take in order to be able to vote on attaining their majority. Teachers in some of the schools gave over a part of the day to lessons in "Good Citizenship."

One teacher continued classes in the room where the voting was taking place and silence and great interest was manifest on the part of the voters and no confusion arose in any way.

The public needs educating as well as the school children, and the good results from so obvious a lesson can not be estimated. It is a first step in the right direction and a needed preparation for those who soon will be the voting citizens of our State.

It is the hope of all those most interested in the success of this movement, that all the schools of the city may soon have the advantage of this practical lesson in citizenship. It is earnestly hoped that as each new school building is erected a room will be designated as the polling place and that the wider use of the school-plant will be considered as important as any other measure which makes for the education of the child.

* * *

SCYTHIAN BOWMEN

This is the day of the Scythian bowmen. Comes the urge from a group of prominent citizens banded together under the name of the Committee on Civic Duty to remember that election day draweth nigh, and therewith our intermittent test of citizenship. The circular signed by Henry U. Brandenstein, as president, says in part:

"Political indifference is a public crime. Each citizen should either endorse or disapprove of every measure presented for public action. The Committee on Civic Duty rests its appeal in the firm assurance that the great majority of our citizens desire an impartial administration of equal law, sound municipal policy and efficient and unbiased public officials. The majority of citizens of any American community believe in right, justice and decency in government. These can only be attained through the ballot. It is to make these ends certain in the government of our city through the expression of the polls of the will of a real majority of the citizens that this committee appeals to you."

* * *

Paralleling this appeal was the plea of the San Francisco Congress of Mothers to the Board of Education. Through its committee on public questions the request was made that teachers observe election day in the school, both on that day and particularly during the days preceding the election. Civic instructions on election day, it was urged, would suggest to the minor his duties of a shadowy morrow. Whereas, the repetition of the lessons during the week preceding would emphasize the importance to the pupil of the obligation to vote, and home discussion result in a rich though unmeasured harvest.

The committee was also granted the privilege to place in each of the city schools, by special permission of the Board, a poster stating the duties of an American citizen. The statement is an excerpt from a pamphlet written by Judge Charles F. Clemens of Honolulu, entitled "What an Applicant for Naturalization Should Know." The particular paragraph to be posted in the

schools in poster form is the answer to the question: "What are the duties of an American citizen?" The Board's weekly bulletin endorses the poster, and will encourage debates or class lessons thereon.

The suggestion of the poster originated with Judge W. W. Morrow of the United States District Court. His recommendation follows:

"The questions which an applicant should answer are exceedingly well framed and develop the essential elements of the government with an accuracy and clearness I have not seen before. It is a document that ought to be in our public schools, for the instruction of our native born as well as the foreigner. Every pupil in the grammar grades of our public schools, and every citizen registered as a voter should be familiar with those questions and should be able to answer a majority of them, particularly the question, 'What are the duties of an American citizen?' In fact, I think that answer ought to be printed in large letters as a poster and conspicuously displayed on all election days, and on every Fourth of July.

—Wm. W. Morrow,
United States District Court.

* * *

THE CALIFORNIA IDEA
(Of Adult Education)

The Rotary Clubs have been sending around their Scythian bowmen, orange-colored pamphlets which urge all voters to vote at the coming election. Some facts contained therein are interesting enough to copy. "At the special election in San Francisco, on March 16, 1915, only 34 per cent voted. At the special State election held on October 26, only 27 per cent voted. Look at the efforts made in behalf of female suffrage, yet 19 per cent of the women registered go to the polls."

"If a powerful enemy came to our shores to attack us, we'd be up and doing; we'd expend our blood in defense of our country. But when the enemy Heedlessness permeates the body politic insiduously, yet persistently, we sit quietly down and do nothing."

"This, then, is an appeal to your patriotism, your love of country, your courage as a citizen, your civic pride, your faith in the principles enunciated by the immortal Abraham Lincoln that there shall not perish from the earth "Government of the people, by the people, for the people."

The Rotary Clubs of California endorsed this plan (of the Scythian bowmen!) and authorized their delegates to Cincinnati to present THE CALIFORNIA IDEA to the committee on resolutions for the endorsement by the International Association of Rotary Clubs. The result is that the two hundred and eighty-four Rotary Clubs of the United States are working on the so-called California or Athenian Idea.

Inspiring, the campaign for the educational stimulus of the adult, but why stop there? The enlargement of the California idea to include the junior citizen is urged upon the two hundred and eighty-four Rotary Clubs of the country. A wonderful harvest waits for them in the public schools.

* * *

COMMUNITY CONSCIENCE
By Mrs. Max C. Sloss
Vice-President of the Committee on Civic Duty

Every useful attempt in life has a two-fold result, its effect upon oneself and its effect upon others. In other words, the objective and subjective reactions are inevitably present, whether consciously realized or not. Perhaps the measure of the amount of good actually achieved for others may be judged by the impetus towards one's own personal spiritual development. All of which somewhat "highbrow" reflections lead up to the fact that work as a member of the Committee on Civic Duty has stimulated certain thoughts which shall be here set down for what they are worth.

As my contribution to the plans and their carrying out to secure a big registration were so negligible, I may express my impartial admiration of those who so splendidly succeeded in helping San Francisco to make the best showing in years. Of course, a Presidential year brings many to the polls who ordinarily are not interested, but it is not entirely that, nor yet coincidence, the increase at this moment. The work is only half done; there still remains the effort, which is no sinecure, to get people to vote on November 7th.

That this group will help materially in realizing this end is certain, thus proving that pure, clean and above all disinterested work having for its object only one thing, viz.: "the good of the cause to be accomplished," does succeed, and one's optimistic soul so often put to it to hold that optimism firm, is refreshed and revived by the demonstration.

But is it not a sad commentary upon modern life that there should be the necessity for the creation of any committee to make citizens do just their simple plain ordinary duty? And the question "will not down." There must be a fundamental trouble somewhere!

I have been thinking much lately over a thing I once heard said in public, that "Phrases and slogans are very dangerous to live by," and I wonder whether that famous dictum, "England expects every man to do his duty," has not had a share in causing the Anglo-Saxon world to expect this sense of duty to exist without making any effort to secure it.

Something of this laissez allez policy may be at the root of American indifference to civic responsibility. Then, too, the possession of a privilege or right seems to diminish our desire to exercise it. No fresher example need be brought than that many, many women here in San Francisco, so recently enfranchised, lose their votes by failure to register.

These two causes may be valid, but the fundamental trouble seems to me to be that there is not sufficient stress laid on the importance of proper training for citizenship in youth. At the time when the mind is plastic and the imagination easily stirred the thoughts of the children should be fixed upon their obligation to the community, and "when they are old they will not depart therefrom." Let us then insist in the schools that social community conscience be stimulated and developed and let us hope that in the home, where we cannot insist, the parents will learn to value and to use their opportunity of making their boys and girls enthusiastically good citizens.

* * *

CIVIC RESPONSIBILITY
By George E. Crothers

Improved citizenship depends upon an improved environment for the rising generation.

We do not seem to realize that our educational system includes everything which influences the mental, moral and physical growth or deterioration of the younger generation. Millions of our children in this country are drifting into lives unworthy of their possibilities and their natural promise because their parents neglect to see that the influence of their environment (including character and companions, amusements, home and church) is such as is likely to produce competent men of serious purpose. In consequence, more than twenty per cent of the boys and young men in our larger cities who have for the most part turned out unfit, either mentally, morally or physically to fight the severe battle of life, are annually subjected to the worse than futile treatment of the police courts, and are rapidly becoming a social and political menace to the community.

While parents are chiefly to blame for this deplorable condition because of their lack of seriousness of purpose and their failure to utilize the sources of improvement and inspiration available to all, the school is almost equally blameworthy, because it does not sufficiently review or drill the pupils in the simple elements of education which are absolutely necessary to success in every field of activity; and because of its failure to follow up its flock as they go out to work; because of its failure to give them such supplementary instruction as will enable them to make rapid progress in their chosen vocations. Such instruction is almost universal in certain countries in Europe and is being rapidly introduced throughout Ohio with most satisfying results and at moderate expense.

At least two years of time is wasted in teaching the many unessential subjects which could and would be readily acquired by the young at a more mature age when able to read and enjoy articles upon scientific and historical subjects. Such articles are easily available, appearing at least weekly in almost all newspapers, not to mention other publications.

The school also tends to influence pupils away from manual work without preparing them for anything else. We teach them in our home as well as in our school to take the easy way and to regard work as a necessary evil, or at best a mere means to an end, rather than as a source of pride and pleasure.

Our children's environment can be filled with good or evil according as we will it. If through neglect we turn our youth out into the sea of life with their aspirations, which are their compasses, charged with evil instead of good impulses, we are morally responsible for the route which they take and for the shipwreck which is sure to follow. We are also responsible for the evil influence which they will exert upon future generations and upon social and political institutions.

EDUCATION AND THE BALLOT

By H. U. Brandenstein

To understand the relation between the State and each member of the State you must put before yourself the design of government, that is, what it is intended for. Its machinery is growing so complicated and so rapidly developing new points of contact with the individual that under its insistent presence, or, rather, pressure, we are apt to overlook the very simple fact that government is not intended as anything but a means, an instrument. What is your understanding of the purpose of government? Is it anything other than to promote and aid the development of the individual? The immediate and more apparent concern of the State, acting through government, is the strength and significance of the men and women, not as individuals but as members, contributing members, of the State. As the whole is the sum of the parts, so the State is the sum of its members; and the quality of the State must, of necessity, depend upon the quality of those members. From the point of view of State requisites, therefore, the individual is nothing, the member is everything. But that is a false theory which makes of the State an end in itself. The truer theory is that the individual is everything, and the member of the State nothing; that the State and the government, through which it acts, are media only for the development of the faculties of the individual. The difference insisted on, it may be interjected, distinguishes the individualist from the socialist. Aside from conflict of theory between the individualist and the socialist; in order that the human being may live and grow, whether for his own purposes or those of the State of which he is a member, the first essential is, of course, a condition of peace. Peace must be kept; man must be free from injury and oppression by man. Hence the great body of so-called "police" powers of the State, which insure protection to life and limb, and to property. Peace accomplished, the State, through the government, employs the direct educative agency of the public school. The public school is the truest type of a government workshop. There you will see operating the most intricate and delicate machinery for the manufacture of the individual into the citizen.

But this education is confined to the minor; the task of tasks is the continued and sustained education, by State forces, of the individual after he shall have passed through the public school factory. The great stimulus of community education which the school gives to the minor is denied the adult.

The clear function of government then is the development of each member of the State, immediately for its own purpose, mediately but primarily for the purpose of securing the improved man or woman. What other design on this earth has the human being than the development of himself, a development, of course, not independent of his relations with his fellow, but of the very essence thereof; the significance of a man is as the strength of his relations to his fellow.

We come now to the point of this paper: What means does the State, acting through government, use to educate, to develop the adult? Without going into details, which the limits of this paper prohibit, it may be safely answered, chiefly the ballot. At the polls you are called upon to do what? To exercise intelligence and honesty of a high order, particularly in this day of advancing democracy and receding republicanism. The elector has become a highly responsible legislator. The degree of honesty and intelligence that he exercises in legislation vitally affects each member of the community in his most intimate concerns. The mind and the character of the elector are stimulated and strengthened by this close participation in the affairs of government. If he does not discharge the duty that government has imposed upon him he will find that he has renounced a very valuable right. His failure to study and master the meaning of the measures that he is to vote on may mean his material injury or destruction; this enormous responsibility will tend to sharpen his faculties and develop his character. You see, therefore, that the polls are a school for the education of the adult. The school of education is different from that of his childhood, but it is still a school.

The ballot is, of course, not the exclusive means employed by government for the education of the citizen, and, hence, the individual; but it is one of the most potent instruments.

I conclude as I began: Looked at closely the purpose of government and the purpose of the individual must, of necessity, be the same, that is, the making of the man and the woman. Though the systems of government vary in form, virtue and efficacy, yet this purpose and ideal must be common to all. As inevitably as the whole is the sum of its parts, so must the value of the State be measured by the aggregate value of the individuals constituting its members.

"The strength of the pack is the strength of the wolf, and the strength of the wolf is the strength of the pack."

* * *

A man IS the part he plays among his fellows. He is not isolated. He cannot be. His life is made up of the relations he bears to others; is made or marred by those relations. There is nothing else upon which he can spend his spirit.

—Woodrow Wilson.

* * *

A COURSE IN CITIZENSHIP

In a growing number of schools, progressive teachers are using as a manual the book called "A Course in Citizenship," a compilation which was published a few years ago by Houghton, Mifflin & Company. Though little more than a bibliography, it offers a course of reading and an invaluable programme for the eight years of elementary school work. A better book might be devised, one which would offer inspirational suggestions for the application of the theories contained in the "Course in Citizenship," but that better book has not yet appeared. In the meantime, teachers can be using, not as a new subject, but as a text for all accepted grade subjects, the compilation which ex-President Taft so heartily recommends to the children and teachers of the United States.

CALIFORNIA CLUB

Under the direction of the civic department of the California Club, Miss Russella Ward, chairman, there was an address on the City Charter on Tuesday, October 17. Mr. J. S. Dunnigan was the speaker.

The education committee, of which Mrs. W. A. Hammond is the chairman, has scheduled several interesting meetings for the weeks ahead. On Tuesday, October 31, there will be given a lecture by Brother Leo on The Bible as Literature. The dramatic committee, a sub-committee of the education committee, has the program for the afternoon of November 8, when Mr. Herman Rosse will describe the State Settings of the New Theatre.

Recently, the dramatic committee presented the children of the Children's Theatre, with Mrs. John Howell as stage-manager, in Shakespearian scenes.

* * *

The modern constitutional state fulfills its function by giving to everyone the most extensive education; one that insures (a) knowledge of the functions of the state, and (b) personal efficiency of the highest degree attainable.

Knowledge of civics is not the most pressing need of our schools. The first and most pressing need is the exercise of civic virtues. A knowledge of civics can be obtained without the intervention of a school. Civic virtues, however, flourish only on the foundation of a systematic civic education.

George Kerschensteiner.

* * *

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THE CONGRESS OF MOTHERS

The San Francisco District of the Congress of Mothers held its regular monthly meeting on Wednesday, Oct. 25, in the Exposition Auditorium. Mrs. J. E. Holmes reported gaining the consent of the Board of Education to the posting of good citizenship notices in all the city schools, before election day. The members were asked to co-operate in the placing of these posters, and in rousing civic activity on the seventh, especially at those thirty-six schools which are now being used as polling places.

Mr. Geo. L. Bell, of the Commission of Immigration and Housing, spoke of the Home-Teacher Act, and of the work of Miss Fox at the John Swett School, which is the only one thus far to have the help of a home teacher. This is due to the generous activity of the members of the Council of Jewish Women. Miss Hattie Mooser spoke of the Children's Theatre, outlining the work and plans therefor.

* * *

CONGRESS OF MOTHERS

The Second District Congress of Mothers held an all-day session of its executive board on Thursday, October 12th, in Capwell's Roof Garden. Mrs. A. L. Whitman presided at both morning and afternoon meetings. Representatives from the various federations were present, including those of San Mateo, Santa Cruz, San Francisco, Berkeley and Oakland. The morning session was devoted to reports of the different federations, and in the afternoon, reports from the chairmen of departments were read and discussed. Mrs. J. M. Hamill, chairman of the Legislative Committee, gave a brief survey of the three measures which the Legislative Council has endorsed—the Community Property Bill, the proposed change in the Mothers' Pension Law, and the Moron Community Bill.

* * *

Mrs. R. H. Mantz, president of the San Add 2nd district meeting ..... Mateo county federation, reported a plan by which the rural schools hoped to obtain a larger appropriation; Mrs. C. R. Reilly, president of the Berkeley federation, reported encouraging activity in the home department; Mrs. H. R. Pierce of the Santa Cruz federation, described the work of her association and of their new cafeteria and tennis courts in particular; Mrs. C. B. Derome, president of the Oakland federation, gave a favorable report of the practice of sending a committee of mothers to each regular meeting of the Board of Education.

Dr. Caroline C. Coffin gave one of the most interesting addresses of the session. She strongly advocated giving each child an allowance and holding him to strict accounting. Mrs. George Wale, chairman of recreation, gave an interesting resume of the work done in popularizing selected programs at the moving picture houses on Friday evenings. She strongly urged the wider use of the schools in the full use of the term. No matter how small the beginning, in many instances, she said, the activities in a social centre have led from recreational programs to those of the most serious import in civic affairs.

* * *

Increase in the State appropriation for elementary schools was urged and plans for the same discussed. School lunchrooms were also given a place on the program, Mrs. Roantree of the Parent Teacher Club of the San Francisco State Normal School and Mrs. J. M. Hamill leading the discussion.

It was voted to hold the next meeting, which falls on the second Thursday in December, in Santa Cruz.

* * *

On Thursday, October 19th, under the direction of the Reciprocity Committee of the Second District Congress of Mothers, a luncheon was given in Capwell's Roof Garden .

POLYTECHNIC HIGH SCHOOL

The last regular meeting of the Parent Teacher Association of the Polytechnic High School was held at the school on Monday afternoon. October 16th, Mrs. J. M. Hamill presiding. The afternoon was devoted to vital issues, Mr. Prendergast speaking on the twenty-third amendment, Captain Spear on the two-platoon system, and Mr. Bascom Johnson on the operation of the red-light abatement law. Mr. Prendergast made a strong plea for the selling of school lands located in San Francisco, calling attention to the fifty-two lots lying idle in Sunset District. Captain Spear made an equally effective claim for the relation of his subject to the sympathy and scope of the Parent Teacher Association.

On Friday afternoon, October 6th, an interesting hour was arranged by Miss Gracier, one of the recent additions to the faculty. Miss Gracier has organized a social service club among the girls of the Polytechnic High, and Friday's program was a result of this innovation. Four hundred girls were present, one of the girls acting as chairman of the day, and presenting the speaker, Mrs. Dane Coolidge, to the large audience, which was augmented by teachers and mothers of the students. Mrs. Coolidge made a telling talk on "Civic Duties," commenting on the fact that women have two lives to live; the first the domestic or family life which she follows usually up to the age of forty; and the larger, civic life which she is usually permitted to participate in as her children pass on into the world. As two-thirds of our women marry, Mrs. Coolidge urged her hearers not to neglect the enhancing of their background of domestic responsibility while preparing themselves for a self-supporting role. The speaker was followed by the Girls' Glee Club, which rendered some musical numbers most entertainingly.

* * *

McKINLEY SCHOOL

The Parent Teachers Association of the McKinley School, on Castro Street between Fourteenth and Henry streets, gave an interesting program at their last meeting, which occurred on Wednesday afternoon, October 18th. Mrs. John F. Sheehan Jr. presiding. An able address on "Hygiene" was contributed by Dr. Harriet Randall Flanders, who gave special emphasis to the care of eye, ear, nose and throat of young children. Several musical numbers were interpreted by Miss Eva Lattig, the music leader of the Outdoor School.

Special activity of the club includes the extension of the handball court; plans to install a basketball court; the placing of signs to drivers and chauffeurs in the vicinity of the school, and the installing of police patrols in the school neighborhood at the noon hour and time of dismissal.

* * *

REDDING SCHOOL

The Parent Teacher Association of the Redding School, Bush Street between Hyde and Larkin, held their regular meeting on Wednesday, Oct. 18th. Mrs. George Wale and Mrs. Quitzow made short addresses, Mrs. Quitzow on "Philanthropy" and Mrs. Wale on "Registration."

The members have organized a sewing class among the girls of the school, and are helping to make warm nighties for the children of the Open-Air School.

* * *

SAN FRANCISCO STATE NORMAL SCHOOL

The last regular meeting of the Parent Teacher Club of the State Normal School, Waller and Buchanan streets, was held on Friday afternoon, the 13th of October. Dr. James T. Watkins gave an address on "School Clothing and Correct and Incorrect Postures," illustrating his lecture with views, which had been sent, for the occasion, from the Posture League. He emphasized the importance of well-fitting clothes for the growing, plastic body of boy or girl. Mrs. Elizabeth Gerberding explained the purpose and scope of the San Francisco Federation of Women's Clubs, and a discussion of the school cafeteria closed the program.

The next meeting will fall on the afternoon of November 10th, when Dr. J. D. McAlpin of the San Francisco Dental College will give an illustrated talk on the care and preservation of the teeth.

SPRING VALLEY SCHOOL

The Mothers' Club of the Spring Valley School, Jackson and Hyde streets, always in the lead with new ideas and energy by which those new ideas are driven home, is just now actively engaged in a ticket-selling campaign. The club members have chartered the Queen Theatre for the afternoon and evening of October 27th, the proceeds to swell their school fund from which so many generous gifts to the school have already come. Each morning Mrs. Honigsberger, the indefatigable president, with a corps of helpers, is to be seen on the streets of the neighborhood selling tickets for the fund benefit, and arousing by this generous energy a spirit of neighborhood co-operation and sympathy.

Through the same untiring efforts a graphophone was last year added to the school and pictures of the Exposition placed in each classroom. Through the work of the social center, electroliers were bought for the stage of the school auditorium.

On the afternoon of October 25th there will be a social meeting of the Mothers' Club which will be engineered entirely by six children of the school. The program is to be provided and managed by the children, and following the entertainment an invitational luncheon is to be served to which members and neighborhood mothers are invited.

* * *

JAMES LICK SCHOOL

The Parent Teacher Association of the James Lick School, corner Twenty-fifth and Noe, held an interesting meeting on Tuesday afternoon, October 3rd. The program was confined to a discussion by members of the use of the school as a community center, particularly as a polling place. The James Lick School is not one of those so used by the city, but the members decided in favor of so widening the usefulness of the school. A discussion of the need for a new building followed.

The next meeting will be held on the afternoon of Tuesday, November 7th.

* * *

The Mothers' Club of the John Swett Grammar School at its regular monthly business meeting held Tuesday, October 17, 1916, passed the following resolutions:

1. Resolved, that the John Swett Mothers' Club deplores the undignified, unwarranted and unconstructive criticism of the Board of Education, the Superintendent of Schools and the Teachers of the San Francisco School Department published in certain of our daily newspapers as detrimental to school discipline, displeasing to the general public, and unworthy any progressive newspaper.

2. Resolved, that the exploitation daily in the Los Angeles newspapers of the merits and needs of their School Department may well be taken as an example of a means to accomplish work without loss of self-respect and gain to the community.

3. Resolved, that a copy of these resolutions be sent to the daily newspapers, the educational journals, the Board of Education, and the Superintendent of Schools.

Respectfully submitted,

MRS. E. B. HENRY, President.
MRS. STANLEY JONES, Secretary.

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BRYANT SCHOOL

The Mothers' Club of the Bryant School, Mission Street between Twenty-second and Twenty-third, was held on the afternoon of the 11th of October, instead of the 12th, on account of Columbus Day. There was an address followed by a discussion of the two-platoon system. The more serious number of the program was supplemented by vocal and violin solos.

The members of the club, under the efficient leadership of their president, Mrs. Robert Taylor, are arranging a whist party and dance for the evening of the 11th of November, the proceeds to swell the Christmas fund of the school club.

* * *

GRATTON SCHOOL

The Parent Teacher Association of the Gratton School, Gratton, near Cole Street, met on Tuesday afternoon, the 17th, to enjoy a travelogue by Mrs. E. M. North Whitcomb. The small pupils of Miss Hollub's class lisped out recently acquired information about Christopher Columbus.

At the next meeting, in November, the teachers of the school will contribute a program made up of work of their pupils, Miss Krous and Miss Frontin lending their classes for choral work. The pupils of Miss Coleman will give selections from Miles Standish.

* * *

HAWTHORNE SCHOOL

The Mothers' Club of the Hawthorne School, Shotwell Street, between Twenty-second and Twenty-third, held a business meeting on Friday, October 6th. Miss Casey of the Public Library gave a short but valuable talk on "The Use of a Library."

At the next meeting a member of the Travelers' Aid will describe the work of that association.

* * *

EDISON SCHOOL

The regular monthly meeting of the Edison School was managed by Mrs. W. Smith, the president, who had secured as speaker Mrs. George Wale. Mrs. Wale's topic was "Mother Craft," and her sub-topics, "Community Singing" and "Civic Duty, or Registration."

* * *

LAGUNA HONDA SCHOOL

The Mothers' Club of the Laguna Honda School, Twenty-seventh Avenue and Irving Street, met on Wednesday afternoon, the 4th of October ,for their annual flower show and plant exchange. As Mr. George E. Gallagher was not able to be there, Mrs. George Wale spoke in his place, choosing for her theme, "Registration." The members participated informally in the discussion.

It was arranged to make the custom a regular one of holding informal monthly teas at the homes of their members. The last tea was given by Mrs. T. A. Miller. The themes given out for informal discussion were: "Corporal Punishment in the Public Schools" and "Uniform Dress for High School Girls." These teas follow the form advised by the Congress of reading circles, and much profit is derived from the exchange of thought and authorities. This active circle is arranging to supervise the program each Friday evening in their neighborhood nickelodeon.

* * *

PARKSIDE SCHOOL

The Parent Teacher Club of the Parkside School, Thirtieth Avenue and Taraval Street, held its last meeting on Tuesday afternoon, October 10th. "Home Industry" was the topic covered in her usual able manner by Mrs. Wilkins. Mrs. Thomas J. Lamey presided.

* * *

SHERMAN SCHOOL

The Parent Teacher Association of the Sherman School, Union Street, between Gough and Franklin, met regularly on the second Tuesday, October 10th. Captain Spear made a strong plea for the members' interest in the two-platoon system to be voted on at the coming election. As political measures are taboo in the club, and political discussions discouraged, Captain Spear related his appeal to the mothers' interest in safeguarding the schools.

A program is being arranged by the pupils of the school for the entertainment and dance which is to take place on the evening of November 3rd at Stemike Hall. The proceeds of the entertainment are to go towards the relief fund out of which each winter pours shoes and warm clothes for the less fortunate children of the school. Mrs. J. Kane is the president of this warm-hearted and energetic organization.

EMERSON SCHOOL

The Parent Teacher Club of the Emerson School, Pine Street, between Pierce and Scott, held their regular meeting the first Wednesday of October. Mrs. Mark Neuman gave a talk on "United Motherhood" which was appreciated by that segment of united motherhood. Refreshments concluded the entertainment.

The November meeting falls on the first of the month, when a varied program is expected.

* * *

FREMONT SCHOOL

The last regular meeting of the Parent Teacher Association of the Fremont School, McAllister Street, between Baker and Broderick, was held on Friday afternoon, October 6th, Mrs. C. E. Shields presiding. Mr. Edward B. de Groot sketched the work of the Recreation League, Mrs. Mighels with a talk on books for children. Mrs. Mighels suggested the organization of reading groups, the suggestion finding favor with the members.

* * *

COLUMBUS SCHOOL

The Mothers' Club of the Columbus School, Twelfth Avenue, between Kirkham and Lawton streets, held its annual flower show and plant exchange on Friday, October 20th. The general topic of the program was "The Wider Use of the School Plant," Mrs. George Wale covering "Community Singing," and Mrs. J. E. Holmes, the president of the association, giving a talk on "The Use of the School as a Polling Place."

The club is to play hostess and business manager at a neighboring "movie" on the afternoon and evening of October 27th for the benefit of the Christmas fund of the association.

* * *

DENMAN SCHOOL

The Mothers' Club of the Denman School, southeast corner of Hayes and Pierce streets, held its last meeting on Thursday afternoon, October 12th. Miss Fairweather gave a demonstration of the work Mrs. Gifford is doing in the schools, in the correction of impediments in speech, lisping, stammering, and stuttering. The pupils of the low fifth grade gave an exhibition of their skill in arithmetic and writing, which was followed by recitations from James Whitcomb Riley. A lecture by Dr. Harriet Randall Flanders closed an unusually full and varied program.

On Friday evening, the 20th of October, the club, under the leadership of the president, Mrs. Fischer, gave an entertainment in the school auditorium which they christened "A Night in Hawaii." There were several concert numbers followed by dancing.

* * *

HORACE MANN SCHOOL

The Parent Teachers' Club of the Horace Mann School, Valencia Street, near Twenty-second, met on Thursday, October 19th, Mrs. L. Birnbaum presiding. Mrs. Edward Dexter Knight was the speaker of the afternoon, and Miss MacFarland the soloist.

This club is planning to run a cafeteria for the children of the school, and a committee is at work on recommendations to be submitted to the club members. Other schools which offer hot dishes at a nominal price are being visited by this alert committee, and experiences are being gathered before the club enters into this new sphere of activity.

* * *

YERBA BUENA SCHOOL

The regular business meeting of the Parent Teacher Club of the Yerba Buena School occurred on Thursday afternoon, October 19th, Mrs. A. Oswald presiding.

The social center of the Yerba Buena School is in full swing. Each Friday evening the school is open, a dance being given on the evening of the 13th, an entertainment on the 6th. A dramatic class has been formed, and now a singing class is in process of organization. Miss Bailey of the Conservatory of Music is to lead the girls' singing class. Miss Kline is the manager of the social center.

LIST OF SAN FRANCISCO SCHOOLS USED AS POLLING PLACES

Lincoln School, Harrison and Fourth streets; Franklin School, Eighth and Harrison; Patrick Henry School, Vermont Street; Bryant Cosmopolitan School, Bryant Street; Starr King School, Twenty-fifth Street; Irving M. Scott School, Tennessee Street; Harrison School, Jamestown Street; Junipero Serra School, Holly Park Avenue; Bernal School, Cortland Street; Portola School, Berlin and Gerard Streets; Monroe School, Excelsior and London; Cleveland School, Atherton and Persia; Visitacion Valley, Visitacion and Schwerin; Glen Park School Brompton and Bosworth Streets; Honeyside School, Hearst and Edna Streets; Farragut School, Holloway and Capital Streets; Sheridan School, Capital Street; Denman School, Hayes and Pierce; Crocker School, Page Street; McKinley School, Castro and Fourteenth; Lowell High, Hayes and Masonic; Laguna Honda School, Seventh avenue; Columbus School, Twelfth Avenue; George Peabody School, Seventh Avenue; Sutro School, Thirteenth Avenue; Marshall School, Fifteenth Avenue and Capp; Winfield Scott School, Lombard Street; Sherman School, Union Street; Sarah B. Cooper School, Jones St.; Spring Valley School, Washington near Larkin; Washington Grammar School Mason near Washington; Garfield School, Filbert and Kearny; Hancock School, Filbert Street; Washington Irving School, Broadway; Jean Parker School, Broadway and Powell; Oriental School, Washington near Powell.

* * *

FIRE PROTECTION FOR SCHOOLS

By Mrs. Thomas T. Lamey

At a recent meeting of the Board of Education a Captain of the Fire Department in an address before the Board in behalf of Amendment No. 33 (the firemen's two-platoon amendment) called their attention to the fact that every company house of the Fire Department is seriously undermanned for nine hours of each day, while firemen are at meals. The lack of fire protection for school children was particularly emphasized. Parents are compelled by law to send their children to school. Failure to comply with this law results in arrests. Under such circumstances it is not unreasonable for mothers of school children to at least feel assured that the lives of pupils are properly safeguarded.

With firemen absent from their firehouses for meals, especially from 10 a. m. to 2:30 p. m., during which period one-third of the men are at lunch, the inadequate numerical strength of the remaining force constitutes a very dangerous defect in the present continuous duty system in the Fire Department.

Under the two-platoon system no firemen would be absent for meals, the men taking their lunch in quarters and the other meals at home before reporting on and after reporting off duty. The adoption of this amendment safeguards the lives of the school children and merits the active support of every mother.

THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

It is made in No. 2 and No. 3 grades, and sold at so low a price, that it is within the reach of all, and is most popular with School Boards, where this style of pencil is wanted, at a minimum cost.

A card sent to our San Francisco branch, 155 Second Street, will bring a prompt response, with full particulars as to cost, method of purchase, etc.

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Book Notes

The Rhyme and Story Primer

"The Rhyme and Story Primer," by Etta Austin Blaisdell and Mary Frances Blaisdell, catches the child's interest and makes him enthusiastic over learning to read. This is accomplished by using simple words, which are repeated until the pupil becomes familiar with them. The beautiful little rhymes also stimulate the love of poetry in the reader, at a very early age.

In this Primer the child learns to read by words and phrases and finally builds new words by phonetic analysis.

Each lesson is illustrated by pretty live pictures, which add to the interest and helps the pupil see what he reads. The Primer, in durable, cloth binding, may be bought from Little, Brown and Company for 32 cents, net.

The Boyhood of a Naturalist

In this little book John Muir tells of his impressions as a boy, of the trips from Scotland to America, life of a Wisconsin farmer and in the beautiful forests of that State. Through his enthusiasm he carries the reader right back to those scenes as they were at that early day; leaving him loving Nature and animals as the author himself loved them.

All who like the beauties of Nature may learn to love them by making the acquaintance of John Muir through "The Boyhood of a Naturalist," which may be obtained from Houghton Mifflin Company, for 25 cents.

Chandra in India

"Chandra in India," by Etta Blaisdell McDonald, tells the story of a peasant lad of the gardener caste; how he succeeds and is contented with his lot, not wishing to be anything but a gardener as generations of his forefathers have been. Through the conversations of the high and low castes and through the beautiful descriptions of the riches of India, we feel the pulse throb of the people and nation as we could only otherwise feel it after years spent among them.

A handy edition with beautiful pictures of scenes and life in India; and with a pronouncing vocabulary may be obtained from Little, Brown and Company.

Workmanship in Words

James P. Kelley's "Workmanship in Words" shows us the numerous faults found in the English language as it is spoken and written today and also shows how these faults may be corrected. Then it successively shows how clearness may be gained by a careful choice of words, how to write with ease, and how to obtain force of expression.

As the book is divided into five main divisions and each of these into chapters and is provided with a complete index, it is useful not only as a text but also as a book of reference. Copies may be obtained from Little, Brown and Company, for $1.00 each.

Brief History of the United States

His wide experience in secondary schools makes Mathew Page Andrews well fitted to write a history of the United States, and he has written so clearly and expressed himself so interestingly and so enthusiasticly that even the dullest pupil cannot help but catch his spirit.

The text contains 151 illustrations, 25 black and white maps, and two maps in full color. It also has a copy of the Constitution of the United States together with its amendments, the Declaration of Independence, a table of Presidents, a table of States and Territories, and a large index. J. B. Lippincott Company is the publisher.

ART SCHOOL STUDENT WINS PRIZE OF $1000

Harold von Schmidt, a former student of the California School of Arts and Crafts, Berkeley, and at present connected with the advertising firm of Foster & Kleiser, San Francisco, won the $1000 cash prize in the recent national poster competition offered by the Society of Electrical Development.

The selection of Von Schmidt's poster was made from eight hundred competitors and it was chosen not only for originality of design and brilliant coloring, but also because it could be easily reproduced. The poster is to be reproduced approximately several million times, in different sizes varying from a poster stamp and window cards, to the large billboard posters.

The design of Von Schmidt's poster, pictures a small figure of Aladin pressing a button and calling forth the genii of electricity.

The decision by a carefully selected jury was unanimous in the awarding of the prize to Von Schmidt.—From Berkeley Daily Gazette.

—

The above award indicates that the practical application of art principles in the California School of Arts and Crafts brings results. "Theory and Practice" is the school's motto.

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According to English officers, actors make the best soldiers. Next to actors, teachers are best in the trenches.

The real test for a soldier comes when he is forced to sit inactively in a trench during days of terrific bombardment, awaiting an attack.

Actors are used to bombardment.

Teachers are used to sitting inactively—under bombardments of foolish questions which make life in the trenches a vacation.

* * *

A tall colored boy in the Los Angeles City schools remarked that he "would nevah kiss no 'Merican flag." The teacher left the settlement of the question to the boys in the room.

The colored boy is now intensely patriotic. Not only does he kiss the flag with great fervor, but he embraces the flag-pole.

"Ah likes to kiss de flag," he says, "but it sho' were a hard job when dem boys made me climb a mile-high flag-pole to do de kissin'!"

THE HANDWRITING

In California Schools will be better than it has ever been because teachers and pupils are to be supplied with better books than before.

Superintendents should see to it that each teacher is supplied with a ZANER METHOD MANUAL, which shows and tells how to teach and write, and that each pupil from grade one to grade eight is provided with a ZANER METHOD COMPENDIUM which shows how to write. Ask the State Department of Education for leaflet of instructions what to order for City or Rural Schools.

All Books are supplied free. Use them. Follow them. Better writing will follow.

Rational Typewriting Wins American Championship

Another brilliant victory was scored for the Rational method, when its exponents won first place in both Professional and Amateur events in the American Typewriting Contest held in Chicago, September 18.

Mr. William F. Oswald, who won the Professional Championship, writing for an hour at the rate of 132 words a minute, was the winner of the Amateur Contest in New York last year, and of the Novice Contest several years ago.

Of the six highest scores in the Professional, four were made by Rational operators. Mr. Emil Trefzger, winner of the second place, with 126 words a minute, is the former World's Champion. The other two Rational operators, Mr. J. L. Hoyt, and Mr. G. R. Trefzger, made scores of 124 and 123 words, respectively.

In the Amateur Championship Contest Rational writers were equally prominent. The winner, Miss Anna Gold, wrote 132 words a minute for 30 minutes, Miss Bessie Linsitz wrote 127 words, and George Gaskill 125 words.

The average accuracy of the Rational typists exceeded that of the writers of other methods, being over 99% perfect.

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* * *

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Teacher in boarding school to boys at table: "Do not make fun of the butter, boys! You may be old yourselves some day!"

* * *

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3. The State books will be very good, selected by groups of experts in each subject. Under the present plan the books are often selected by persons not experts, and osme books are poor.

4. The books will cost much less than now. One book to be the only book in one large State can be printed in as big lots, at least, as forty or fifty different books on the same subject to be used in forty or more States as at present, the sale in any State a "gamble." There will be no "free copies" used in advertising, and few unused copies left on the shelves, as under the present system. The entire selling cost will be cut out.

5. The plan makes the High School really and fully free.

6. It is another big step in the advance of Public Ownership of Public Utilities, hence in keeping with the California Free Book Plan for grammar schools.

7. It will eliminate, in part at least, the Book Trust that is now trying to throttle the California Free Book Plan.

Objections Met

1. "School books should be adapted to local conditions." Do the present books by Eastern authors fit conditions on the Pacific Coast? Hardly. At present the same book is often used in the largest city, in the hottest village of Imperial County, and the coldest hamlet of the Sierras.

2. "Out-of-date books will be used." With the demand known beforehand, only the books needed will be printed. Annual supplements (small pamphlets or leaves to be pasted in) can keep the books up to date. Complete revision can be made often, say once in four or five years.

3. "The personal equation of the teacher should be considered in selecting a book." The "personal equation" of boys and girls is more important and book committees will give it full weight.

4. "The books will help spread contagious diseases." Public library books have not been indicted on this charge, nor have second hand high school books, now sold freely.

5. "Eastern publishers will not sell the copyrights on their best books to the State." Perhaps this is true. They are now doing something of the sort with grammar school books. It looks like a scheme to wreck the California Free Book Plan. How do you like it? Will you submit to it?

To meet this situation the State can appeal direct to authors of State and Nation, leaving the publisher out entirely.

LARRANCE PAGE.

Biggs Union High School.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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THE WESTERN JOURNAL OF EDUCATION
770 Mission Street, San Francisco, Cal.
Entered at San Francisco Post Office as second class matter.

Editorial Notes

The great development of University Extension work has been one of the marvels of modern education. The University of California, especially in the agricultural department, has made a record worth while. We have better vineyards, better wheat, better fruit, better gardens on account of the work done by University Extension. The new department of visual instruction, and current events, however, needs considerable modification before it will be successful. Moving pictures of industries may have some value. However, where industrial concerns pay for the product for just so much advertising, then the whole educational value is tainted.

The value of information through the moving picture is still a problem. Water on a duck's back has about as much influence as a moving picture has upon the average brain. There must be some kind of hooks provided for the brain to hang pictures on, or the moving picture moves on in the even tenor of its way, and leaves no more impression than dipping water from the sea.

The water does not make a noticeable impression on the great ocean, and the dipper full is of no particular value. The advocate of visual instruction will have to be more than an agent of moving picture dealers, and advertising agents of industrial concerns or go out of business in teachers institutes, and the general educational field.

* * *

Dr. D. P. Barrows, dean of the University of California, says: Safety first is a good principle when applied to factories and railroads and other transportation, but safety first was never intended to apply to upstanding men and women, not safety, but duty and honor first.

* * *

Every National election means a crisis in the affairs of the Republic, and sometimes, somehow, somewhere, the crisis will come. As a rule, an election is not quite so important as we think it is.

* * *

This country missed a great opportunity for giving service to humanity during the past three years. Alas. It has gone on a riot to supply belligerent nations with munitions and then sends out the hypnotic cry, "We kept you out of war."

* * *

Ella Sterling Mighels, who has written for this issue an excellent article on books children ought to read, recently said to the editor in his den: "Why talk peace, and freedom from war when we permit children to carry toy arms on the streets?" Yes, why?

* * *

John Macdonald, of the Western School Journal, Topeka, Kansas, is a fine old Scotchman with a keen sense of wit and common sense. Here are some of his editorial notes from the October issue:

Teacher, if you have a loud, strident voice, in the sacred name of childhood, get rid of it. Take soft voice lessons at the elocutionist's or elsewhere, but by whatever means, get the oil of gladness into your throat.

* * *

"Let us drive out that exasperating word, pedagogue!" It belongs to the days of Shakespeare and Nathaniel Holofernes. "Professor" far outstayed its welcome, but it shows signs of departure. Thousands will be glad to show it out. Which reminds us of the young man who called on Thomas Carlyle and nearly drove the philosopher wild. The young man talked long inancly, but he finally detached himself from his chair and turned toward the door. Carlyle arose to show him out. "Oh, Mr. Carlyle, you need not trouble yourself, I can find my way out." "I want to see the last o' ye," said the sage.

* * *

Probably there are snobs in every school. One hopes not. Let the teacher read often to the children the dictionary definition of a snob: "One who meanly admires station and material possessions, especially such a one who regulates his attitude toward persons or matters according to wealth, station, etc." A few explanatory and illuminative remarks by the teacher might follow the reading.

* * *

The many friends, pupils and others will regret to learn of the death of Laura T. Fowler, formerly principal of the San Francisco Normal School. Miss Fowler has been retired for over ten years, and has lived quietly in San Francisco. She lived to a great age, and will long be remembered by her students.

Education Notes

Even E. Rexford who wrote the song "Silver Threads Among the Gold" is dead. Age 68.

* * *

Mark Keppel says the Free County Library system in Los Angeles is the greatest and best in the United States. He knows.

* * *

J. S. Denton, Principal of the Napa County High School, spent a few days in San Francisco recently looking up pointers for his school. The Napa County High School under his principalship ranks among those of highest efficiency in California.

* * *

The jury disagreed in the case of the County vs. Geo. W. Frick, County Superintendent. This is the case where the district attorney had the County Board of Education indicted for not holding meetings according to the district attorney's interpretation of the law. The sympathy of the entire community and everybody who knows the facts are with Supt. Frick and his associates.

P. S.:—Since writing the above four members of the Board paid back to the treasury $250.00 each and the cases were dismissed.

Supt. Bacon of Stanislaus County has issued an order prohibiting dances in certain school houses in his County.

* * *

Supt. Craig Cunningham has issued a course of study and in supplement thereto has several pages of practical suggestions for the school trustees and teachers that are of special value.

* * *

Selden Smith of Ginn & Co. visited the Inland Empire Association at Spokane the week of October 20. Mr. Smith has become an expert lecturer on reading, and his talks are very popular at teachers' meetings.

* * *

The California School Masters' Club gave a banquet on Saturday evening, October 26. Hon. Will C. Wood, presided. The dinner was in honor of Dr. A. F. Lange's decenial. Drs. Wheeler, Boone, Cubberley, and Hon. Edward Hyattt were the speakers.

* * *

The Los Angeles Teachers' Club gave a notable reception to Dr. Albert Shilds, Superintendent of Schools, on October 14.

* * *

Joseph O'Connor, principal of the Mission Grammar School, resigned October 1 and retired under the retirement salary act. He was married on Saturday, October 2 to Miss Elizabeth Carson, a very charming woman, who had taught for a number of years in the department.

* * *

The Palo Alto High School has introduced Spanish in the Course of Study.

* * *

The San Benito County Teachers' Institute was held October 16 to 19 under direction of Supt. W. G. Cagney. The special instructors were W. G. Hartranft, Roy Cloud, C. S. Price, D. T. Bateman, Job Wood, Jr., Geo. Schultzberg and Dr. M. E. Dailey. Supt. Cagney is a master in handling a teachers institute and with his able assistants made a week of unusual profit to the teachers and citizens of San Benito County.

* * *

A card from Rand McNally & Co., Chicago, announces that Edward C. Bushring for the past seventeen years connected with the Company's text book business became a director and the head of the Educational Department.

* * *

Supt. Roy Cloud held his annual institute at San Mateo, October 14, 15 and 16. Henry Kendall Bassett, Superintendent G. P. Morgan of Tuolumne and W. P. Hatch of the University and H. W. Kern of Mt. Vernon, Washington, were among the instructors. The notable feature of the County Institute was the Pageant, under direction of Miss Abbott, Miss Anna Haley and others.

THE NORTHERN SECTION CALIFORNIA TEACHERS' ASSOCIATION

President Edward Locher and the executive committee consisting of H. G. Rawlins, Jennie Malaley, Pearle Rutherford and S. M. Chaney have made all the arrangements for a big meeting at Marysville, October 31 to November 3. The principal speakers selected are Edward Hyatt, Dr. George F. James, Dr. David P. Barrows, H. K. Bassett, Dr. Cubberley, A. H. Chamberlain, Wallace Hatch, E. R. Snyder, Will C. Wood, Dr. McNaught, Allison Ware, J. B. Hughes, Irwin Passmore, C. C. Childress, W. A. Doran, N. S. Yoder and R. McMasters.

The Marysville people are preparing to entertain the visitors. There will be a large crowd and the program is certainly one of the best ever offered to the teachers of California.

* * *

Arthur H. Chamberlain and Job Wood, Jr., were instructors in the Plumas County Institute held by Supt. Kate Donnelley, October 10 to 14.

* * *

David Lever, formerly of the Sierra Educational News, is now with the Bankers Magazine and is traveling in Southern California. Mr. Lever is an energetic young man and made a great success of the Standard School in the year 1915 at the Exposition.

* * *

James A. Barr has recently selected Stockton, California, as his home. Mr. Barr deserves a rest after his strenuous endeavors at the Exposition of 1915.

* * *

THE SANTA CRUZ COUNTY INSTITUTE

C. S. Price, Superintendent of Santa Cruz County, held his institute at Watsonville, October 9 to 12. The instructors were W. G. Hartranft, Prof. W. H. Carruth, Harr Wagner, Prof. C. E. Rugh, Supt. Roy Cloud, W. J. Cagney, Miss Bessie McCabe, J. W. Linscott and A. R. Herman. The notable feature of the institute was the singing, led by A. R. Herman. Prof. Herman is the best conductor of music at teachers institute that it has been our pleasure to observe for many years. He sings well. He talks well, and he looks well. The teachers responded. The music under his direction is worth while. W. G. Hartranft is very popular in Santa Cruz County. He has been lecturer in Santa Cruz County for three years, and the teachers showed their appreciation by insisting on additional talks at the close of the institute. Prof. Rugh has greatly improved as an instructor the past few years. He is talking less pedagogy and more direct and within the scope of the teachers' needs.

Supts. Cagney and Cloud are always good, and when they "hit the trail" the teachers take notice. The cameo of the institute, however, was the closing speech of Supt. Price. It was brief, less than five minutes, but the speech burned with the fire of sincerity. There was no artistry of words, no wild thrill of oratory, but a tense call to the spiritual value of the teacher. The address was a benediction.

THE NAPA COUNTY TEACHERS' INSTITUTE

Supt. Lena Jackson of Napa County held her annual institute in the Napa High School on October 2, 3 and 4. The quiet and beautiful town of Napa with its trees, its beautiful park, its refined homes, and environment of valley, hills and mountains make it an ideal city. The teachers and residents were unusually cordial and the institute was a great success. Miss Jackson is a very modest but charming presiding officer, and gets results. Mrs. M. G. Hyatt was the first speaker. She spoke in a practical way of her experience and her advice to the teacher in the rural districts showed plainly that she knew the values and disappointments of teachers in rural schools. Supt. Hyatt gave a unique and interesting talk on a visit to the schools conducted by the Ford shop in Detroit. It was a vivid and effective story. Harr Wagner followed with a twenty-minute talk on Touchstones in Literature. A. B. Anderson of the San Francisco Normal School spoke on the Indutrial Method of Institutes. In the evening, there was an interesting reception and dance, and Henry Kendall Bassett told in a most delightful manner some Norse tales. Miss Alice Hunt was specially effective in reading. Arthur Chamberlain and other well known speakers addressed the institute.

* * *

The editorial on "The Survey" in the September Journal had no reference to San Francisco which is conducted by experts for the U. S. Bureau of Education. The editorial criticism had reference only to the survey of San Mateo County, and to surveys conducted by inexperienced students.

* * *

Poorly Arranged Kitchen
Same Kitchen Rearranged

SAVING STEPS IN THE HOME

By Prof. P. G. Holden

Director, Agricultural Extension Department, Internatinoal Harvester Co.

Is it not surprising to find that a saving housewife is often wasteful and extravagant? If we were to say: "The average housewife throws away $300 a year," or if we said: "She wastes a pound of sugar a week," we should begin at once to search for the reason and the remedy for the waste. Yet the waste of vital energy is much more extravagant and the consequences much more serious.

The average woman wastes a vast amount of energy in useless walking. Her kitchen furnishings are arranged around the wall in such a way that she crosses and recrosses the central floor space from one place to another. Don't cross your tracks. Figure out for yourself the order in which you use your kitchen furniture and then arrange it in that order.

In most kitchens it will go something like this:

Materials from the cellar, icebox, cooler or cupboard are brought first to the sink for cleaning, then to the stove for cooking, from the stove they are dished up on the table and then into the dining-room. Then why not work from left to right straight from storage place to serving?

In planning the kitchen we find there are just two main processes in all kitchen work, one process is to prepare the meal; the other to clear it away. Disorganization in the kitchen means wasted energy.

The Beacon News Column

Mr. A. E. Shumate, formerly principal of the San Jose High School and later superintendent of schools in that city, has developed into an exceedingly popular institute lecturer in the State of Washington and Oregon, where he has more calls than he can conveniently meet. Primary Reading is his specialty. His talks are based mostly upon **The Beacon Method.**

In Washington, each county adopts its own textbooks, except that cities having a high school accredited at the State University make their own adoption.

A few of the Washington counties and cities **using The Beacon Method** are:

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FRANKLIN COUNTY
GARFIELD COUNTY
LEWIS COUNTY
MASON COUNTY
PEND OREILLE COUNTY
SAN JUAN COUNTY
SPOKANE COUNTY
WALLA WALLA COUNTY
ABERDEEN
BELLINGHAM
BLAINE
CONNELL
CLE ELUM
CHENEY
CAMAS
CHEHALIS
DEER PARK
ELLENSBURG
ELLENSBURG—State Normal School
EVERETT
FAIRFIELD
ILWACO
LATAH
KENT
NEWPORT
PASCO
PE ELL
PROSSER
PUYALLUP
PRESCOTT
OLYMPIA
RIDGEFIELD
ROSALIA
ROY
SHELTON
SUMNER
WAITSBURG
WENATCHEE
TENINO

Juneau and Douglas in **Alaska**, have also adopted **The Beacon Method.**

Write Ginn and Company, 20 Second Street, San Francisco, for **"A Few Facts About Phonetics."**

BOOKS ONE OUGHT TO READ

By Ella Sterling Mighels

This subject was taken up and discussed at the Fremont School on McAllister Street between Broderick and Baker, on October 5, at the meeting of the Mothers' Club, when Mrs. Ella Sterling Mighels gave them an address relating to her experiences with the starting of a child's library in her home, for the benefit of the neighbors' children. This was at the invitation of the vice-principal, Mrs. Ivy Douglass Ostrom. Mrs. Mighels' address was as follows:

May I speak to you a few moments on the subject of education before I begin to talk about "Books One Ought to Read"?

What is education? There is nothing like getting a good definition for a word before we start in to expound our theories on the subject. Over in Haywards, on the slope of Silver Hill lives a wise woman named Mrs. M. M. Bay. Often when going up and down that hill (where once I had a baby-fruit ranch) I have gone and knocked at the door of this wise woman to sit at her feet and learn of her wisdom. She looked something like the old fairy in the fairy books, disguised from her real self so you should appreciate her, not for her looks, for she showed no glimmer of fairy shimmer in her gown, or seed pearls in her pattern of collar or hood, and there was no gilded slipper on her foot. She was so great in her mind that she did not need to be "dolled" up into a picture in order to hold the really and truly clever child—for her print gown and her sunbonnet became sublimated enough when she began to talk.

It was from Mrs. Bay I got my definition of "education"—which I teach to the children who come in to "join" my child's library.

And sometimes they come in and talk to me about it; they say "Aunt Ella, I was thinking about that last night"—and when you have gotten a child to thinking—then you have indeed "got" the child.

Will someone please write this on the board for me? What is education? Education is the systematic training of the natural faculties. What are the faculties? is the next question. They are the powers of a being—the original powers of the mind. And if one has no faculties, then how is he going to be educated?

It all begins and ends there. Every child is like a cocoon wrapped up tight in its own silk—you must get hold of the end of that silken thread and try to unwind it to get at the true riches of that child.

But there are too many of them that never unwind and never give up their silk for the enrichment of the world. They remain dead, inert (that is mentally) and do not even cut through their own silk to come out as moths to keep up the supply of new cocoons for future generations, but are the end of their line, mentally, morally and physically as well.

To get hold of the attention of a child one must perform miracles.

The other day I sent a boy on an errand—he has come to help me on Saturdays for nearly four years now—and we are great friends. He never has cared for books, however, and all that part of my work has been in vain, in his case. He is a choir-boy with a beautiful voice, and I take him to operas, seeing that that appeals to him more than books. At first he was sly and "sided" against me with the other boys who used to interrupt him while at his work. So I started in on another sort of tactics. (He has a lovely mother who appreciates all my efforts in his behalf.) If he would not seek books then I would make books seek him.

So while he was sweeping the stairs or doing his tasks, I told him stories to "point the moral and adorn the tale." "Turn that pail upside-down and sit on it, William, I am going to tell you the story of 'Sylvanus,' the jelly-fish boy and how he was educated."

"Oh, Aunt Ella, you have told me that so many times—" he would protest.

"All right, since you know it so well, you tell it to me!"

"I can't—" he would murmur, "I don't know it well enough for that!"

"Very well, I will tell it again—for you need it badly enough—you are a human jelly-fish, yourself."

So once more I would tell it to him.

The other day I sent him on an errand, which I consider a part of a boy's education (to know how to do things and to give an account of himself and his experiences in getting the things done.) This required some judgment, and as he could not get what I wanted, he had to study up the matter and brought me back a report, and then he went again, and brought me back the next best thing to be had. I was pleased with his acumen and said, "Well, it does me good to see that you are getting to think-at-long-last!" He gave a queer little twist to his eyebrow and said dryly, "You have to—here—"

"What's that, William?"

"You have to think if you come here," he replied, frankly.

Now what is the use of any kind of schooling if it does not educate? If it does not train the natural faculties in a systematic way? If it does not get hold of the end of the silken thread of the cocoon to make it unwind itself, and thus enrich the world? If it does not awaken the child's brain to thinking and expanding and gathering in the riches of the world for itself?

There is a boy of 13, of small size, who came in the other day to tell me that his teacher in his class, is starting them to study about Phoenicia—although they are only just out of the primary grades. It is rather a sour history at best, too much for us even who are grown up—for it includes the story of the Canaanites, Moloch, Hannibal, rather tense and terrible all together! Before the young take up the history of the dead nations they ought to know a few things about live ones, even about their own obligations to their own country.

Why the children have never heard of the taxpayers, they think the schools are gotten up just to vex them so that the school teachers can earn their salaries. They do not know that to have free schools is a great privilege. I have had a revelation given me regarding what children think about the commonest things. They know nothing about the rights of the taxpayers who pay for their schools for them—so they can have them free. They consider the neighbors fair game upon whom to vent their malicious mischief, and the bigger ones teach it to the little ones. That was why I started my child's library—to get hold of the young and keep them from destroying my property. The police could do nothing. I had to get out and tell stories on my front steps to stop the children from being so "uncivilized."

The first tale I told was done merely by instinct, to stop swearing by mere infants around my house and front door. I loathe profanity. Yet the public-school children indulge in it without let or hindrance—especially in the playgrounds. So I told them the fairy tale of "Diamonds and Toads," and it spread from child to child, and that stopped the swearing in my neighborhood. Good words were diamonds and pearls falling from the lips of children, and bad words were toads and little green snakes falling from the lips of children.

It is a splendid symbolism gotten up hundreds of years ago by the wise women of past centuries to stop the young from using bad words.

And it is just as effective today. The Board of Education ought to re-publish that tale in linen covers, so it would last, and give a copy to every boy and girl in the first grades of the grammar school for the furtherance of good English in our schools. At my library we have two jars where the children put in words—one is the jar for the jargon, where debts are acknowledged. The child writes "I owe the jar ten cents for saying "swell" ten times, and slips the paper in. The other jar is of iridescent glass, contining imitation pearls, diamonds and gems of many colors, and into this one the child puts a bit of paper with the name of a nice word to use, such as this, "I think Innocent is a good word," "I admire the word admire," "Co-operate is a fine word."

To talk to a child about Phoenicia in the lowest grade of the grammar school is merely to try to make a "prig" of him. To get chunks of ill-digested history and big unmeaning words into his inner consciousness is not education as I understand it. He should be learning how to behave, first of all, and how to think on matters of social life. My plan is to make books suit the case of the child in helping him to learn how TO THINK.

Education is the systematic training of the natural faculties. To fit a child for social life so he will know how to behave is of far more importance for his success in business life even, than any useless information on dead nations.

Very few boys and girls know how to behave in a lady's home. They put their feet up on the sofa and chairs, tear off the fringe from the curtains, pull the buttons out of the chairs, and if those parents could see them they would blush for shame. No matter how much the parents try to civilize them, when away from home they do not behave as they should. But how can a child learn without the experience of going into a neighbor's house, how to act in another house than his own? Our children qualify for becoming burglars and hold-up men in our streets. They run amuck with pistols in their hands, snapping them at each other and at ourselves—sometimes putting out eyes, sometimes injur-

ing each other for life. It keeps me busy running down into the street to stop brawls and screams from rending the air from the violence of our little ones, one to another. If we are in earnest about wanting WAR to stop, we should begin with the DISARMAMENT of our own small children in the streets, before they get "hipped" and hypnotized on the subject of wanting to kill each other—playing with toys of death in the game of death.

All this qualifying for becoming burglars and hold-up men later on, makes our little ones rough and uncouth, unmannerly and unpleasant. Such a course is educating them to become hoodlums and toughs and law-breakers. "Appetite grows with what it feeds upon." The teaching of my pioneer mother was this: "It is not enough to be good—of course, you must be good! that goes without saying! but you must also be ELEGANT in your manners and ways."

To know how to receive friends and exchange greetings and courtesies was an important part of our education. Today it should be recognized that all boys and girls should be fitted for social life, later on. That all culture and all learning is in vain that does not fit us for social life all together in a civilized state of existence.

Here is where the power of a good book comes in to be a benefit to a child to enlighten it as to the manners and ways of nice people, if only that book be well chosen. But if the child reads books that tell only of the habits and ways of violent or abnormal men and women or boys and girls, what wonder would it be if those bad examples make a poignant impression on the wax-like mind of the young? That there is nothing too good for the young in the way of books and stories is my contention. And that if good books be provided they will be read, unless they go against the grain of a normal child. Always keep the normal child in view as your standard to go by. And after giving each child in the first grade of the grammar school a copy of "Diamonds and Toads," I would urge upon you to follow it with a book, bound alone by itself, of the great tragedy of "Cain and Abel," written in one syllabled words or separated syllables, and printed in large letters, with pictures to illustrate the scene and the place, that the dullest may understand what it stands for. There ought also to be a modern statutette supplied of the two brothers, and placed in every school room to appeal to the child and set up to show the horrors of war. When I was seven years old I had a little book which told of "Cain and Abel," and ever since that time, a half a century ago, in Sacramento, my mind was made up on that theme. That is why I am urging that it be the second book to be given to children for the educating of them into respect for peace and harmony in their lives generally.

There are certain "Books One Ought to Read," in order to be well-informed. Whether in the furthest hamlet or the nearest town, supervised reading should be encouraged by the forming of a "Reading Club," composed of young and old together and the best books for both classes be provided, so that the family may improve and thus the whole neighborhood. There are those who care what becomes of the young! Let these be appointed to serve as a committee by choosing one household for the installing of the books and providing a couple of shelves to hold them. Let ten of the neighbors be asked to contribute ten books, one for each family, as a donation to start the library. Keep it always a supervised library. Never let any one make up a list from things on hand to add to this collection. Keep it always intact, sacred and precious, devoted to the one purpose of being a collection of the best books in the world, such as are already termed as "classics" or as will become such, later on. Let nothing frivolous or worthless creep in, as you value your immortal soul. The land is rampant now with libraries of that sort—we want this one to be different.

The first ten books to be gathered and placed in this home of culture for the young must be the greatest ones in the world.

In order that the very youngest may find them interesting and suited to his intelligence, you must have them in the simplified story-form. And as many with illustrations as possible.

Bible Stories, Arabian Nights, Pilgrim's Progress, Tales From Shakespeare (Lamb's edition), Aesop's Fables, Story of King Alfred, The Boy's Froissart (Lanier), Plutarch's Lives, Robinson Crusoe, Jean Valjean (edited by Sara Wiltse).

This last story should be told to the young as a narrative. Then when they have heard it in the narrative form, old and young together, should unite to tell it, each one in order taking it up where the other left off. Sometimes it takes two evenings—but the moral influence of this great story of human woe is a great awakener of childhood to better things. My neighborhood could not be satisfied for years on the telling of that tale. The boys particularly would be in with a new boy to hear it again and again, until one of them said to me, "Aunt Ella, all Bush and Pine streets are talking about Jean Valjean nowadays." It is natural for a normal child to enjoy a tragic story.

My pioneer mother told that story in fragments to her children as soon as they were able to listen. And we grew up knowing of the character of Jean Valjean as if we had known him personally. It taught us to be more humane to each other and to the world.

Next should be supplied at least fifty of the primal fairy tales such as are found in the works of Brothers Grimm, Miss Mulock, Andersen, Laboulaye, Lang, Asbernsen, Mace and others. Away back in 1865, up in the Sierra Nevadas, in Aurora, I had stories to read that cannot be found today. I was sorry for the little ones to be deprived of the greatest joy to be had in childhood, and I sought for a long time to let them have in 1910 in California, in the center of the book-trade, the treasures I had had in 1865. They had never heard of Fortunatus or Fortunio or John Dietrich—which are classics, and have entered in to our language to enrich it with symbolistic meaning. I succeeded in obtaining these, but there are others I have not yet been able to find. Someone ought to publish them for the children of today.

I shall not consider the peculiar attitude of certain people who deny the value of this ancient lore, simply because they do not understand that each and every one of them is a tradition of some moral tale dressed up "in spangs and gingles," as Bacon expresses it, to hold the attention of the young until they have absorbed the meaning of it, unconsciously. I insist we need these tales for the proper civilizing of the young.

The wisdom to be found in these fairy tales is exactly like the wisdom to be gained from absorbing Aesop's Fables. They are beautiful allegories telling truths that can be applied to every-day life, and will save one from making many mistakes by giving a wisdom that is free from sophistication.

My neighbors' children have helped me to choose the tales they like best. "Little Snowdrop" and "Cinderella" are the first choice of the fifty I have made a list of for them to memorize. Here is the list of the first ten: Little Snowdrop, Cinderella, Sleeping Beauty, Beauty and the Beast, Diamonds and Toads, Puss in Boots, Jack the Giant Killer, Jack and the Beanstalk, Little Tiny, Hop O' My Thumb.

The second ten are as follows: Sindbad the Sailor, Ali Baba or the Forty Thieves, Aladdin or the Wonderful Lamp, Bluebeard (4 popular tales from the Orient), Twelve Brothers, Twin Brothers, Little Sister and Brother, The Strange Almond Tree Story, Fair One with Golden Locks, John Dietrich.

The third ten are: Rose Red and Snow White, Fortunatus, Fortunio, Graciosa and Percinet, Allerleirah or the Coat of Many Colors, Rumpelstilchen, Riquet with the Tuft, The Golden Goose, Patty and her Pitcher, Invisible Prince.

The fourth ten are: The Hind of the Forest, Frog Prince, Yellow Dwarf, Red Riding Hood, Goody Two Shoes, Dick Whittington, Ugly Duckling, The Enchanted Pig, The Seven Doves, The White Cat.

The fifth ten are (mostly peculiar tales): The Greedy Youngster, Zerban the Woodcutter, Prince Darling, The Rose and the Ring (a satire by Thackeray), Gulliver's Travels (a satire by Swift), Sons O' Cormac (a masterpiece by Aldine Dunbar), Daisy or the Fairy Spectacles, Violet the Gardener's Daughter, Jungle Book (Kipling) (only the first volume, NOT the second), and for the final tale of all I would give you THE COMPANION, which is the most thrilling and wonderful of all as a story of fate and reward for doing a kindness. No child can read "The Companion" or have it read to him, and remain unmoved and insensible.

Wonder Tales, by Hawthorne; Folk Tales, by Mabie; The Alhambra (simplified) by Irving; Heroes of Chivalry (Dodd Mead, old edition); Rip Van Winkle and other fine books may be added. In my collection I have five of Dore's Illustrated Works, Milton, Dante, Bible, and Ancient Mariner, which the children spread out on the floor and look at in groups, with oh's and ah's to express their emotions of wonder and surprise. I consider that just to see these books is a great education in art.

The Dore Bible was bought by one of the children and presented to the library. You may notice that one book of so-called fairy tales (which it is not in the least, being merely a fantastic jumble of already well-known nursery names) is conspicuous by its absence. At the very outset the children drew the line against having this book in the library. "Don't let us have that 'Alice in Wonderland,' it is too silly for anything!" "I never could see the sense of that book, but my uncle gave it to me so I have to keep it, but I wish it was 'Grimm' or 'Miss Mulock's'." The fact of the matter is that this so-called story is intended for grown-ups instead of children. It is highly "sophisticated" in its attitude toward life. For instance, it says, "Hang

the man today and try him tomorrow," which to a child is rank nonsense that a grown man or woman can laugh at, but a child's mind is very serious. He likes his stories to be convincing so he can believe them. But there is no head nor tail to this jumble of rabbit, March hare, hatter, tweedle dee and tweedle dum all mixed together. And I notice that the children take no interest in books concocted out of other stories—they turn away in scorn and weariness. When a fairy appears to tell Riding Hood that little Boy Blue is coming, they close the book and get out Grimm Brothers or Miss Mulock's instead.

I have gathered seven or eight copies of Grimm in order to get the original stories. And I have placed on the shelves many copies of Mother Goose so as to get "Cock Robin" in full, and the other delightful classics of childhood that always hold the attention. The one book that has mysteriously disappeared, again and again, is "The Robber Kitten." I always get another to take its place, and one bon-fire anniversary I gave away a copy to each family connected with the library, which was fourteen. This was written by the great Ballantyne, but it is not known on the Pacific Coast, and I had to order it at the bookstores in order to get copies. "The Rose and the Ring" by Thackeray, in the original edition, illustrated by the author himself, is very scarce, because other artists dare to put their pictures to this masterpiece to spoil it. The original may be bought for twenty-five cents, and the children have many a laugh over the pictures made by Thackeray himself, as he intended should be the case.

As to fiction for this library of "Books One Ought to Read," I can give you a fine list to seek for in the second-hand bookstores. Two should be provided from each of the very best authors as follows: Dickens, Thackeray, Scott, Lytton, George Eliot, Kingsley, Mrs. Beecher-Stowe, Miss Braddon, Collins, Rider-Haggard, Reade, Dumas, Ouida, Mark Twain, Bret Harte, Howells, Holmes (Oliver Wendell "Autocrat of the Breakfast Table"), Roger de Coverley, Cooper and Irving.

There should be two novels chosen to represent the literature of Ireland, Germany, France, Italy or other country outside of the regular authors of English. To decide which two would represent our own country best, gives rise to considerable argument. "Uncle Tom" and "The Lamp-Lighter" are the greatest favorites at the present time. There must be no sex-novel in this library of yours, each book must be sweet and clean as is "John Halifax, Gentleman," that masterpiece which you may read every ten years and find something new in it.

Then come the other masterpieces: Undine, Fanchon the Cricket, Blade O' Grass, Ministering Children, Wide Wide World (which Taine mentions in his marvelous two volumes on "English Literature"), Frankenstein, Ramona, Bird's Christmas Carol, Old Ebenezar (Opie Read), Story of Ab, Kim, Captain Ravenshaw (this is delightful to read aloud of an evening as is also Old Ebenezar).

Then there should be added certain reference books, brief and concise on special lines where the child could "paw them over," and open and scan for himself or herself. "Taine on Art" should be there. Willson's "Fifth Reader" is a wonderful collection of useful knowledge and may be found in any old bookstore for two-bits. It is a library in itself. When Mr. George Hamlin Fitch gave his course of lectures at the Elder's Gallery, two years ago, on the subject of "Great Books of Power," he gave special mention to this old reader, which belonged to the childhood days of the pioneer children. I always keep this book near at hand. For I know what is in it, and can find it at a moment's notice to freshen my mind on architecture, history, botany, natural philosophy, poets, authors, when the right word fails to come or a certain fact is dim to my memory.

But this is enough for one day, I am thinking, although I could lead you on to the carrying out of this collection to suit not only the young, but also the best and most elegant tastes of man and woman of maturer years, giving pleasure and delight to the most jaded appetites. I am absolutely opposed to reading all the works of any one writer. For it is merely a waste of time. My idea is to choose, critically, two or three books only from EACH writer in order to make up a library collection.

And I would have as good a collection of Californiana as could be gathered to add to the rest of the books.

The poets to be selected from are Poe, Longfellow, Tennyson, Wadsworth, Bryant, Scott, Stevenson and all such as are interesting to the young.

If there are any questions you would like to ask I should be pleased to reply. Thanking you for your kind attention, I will bring this to a close.

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She says that was legitimut disorder, which I admit.

I reckon that war and corporal punishment will disappear from earth at about th' same time. I'm afeared it'll be a good while yet.

College life is so glittery an' spectacler, an' high school life is patterned so much after college ways that I think we pay too much attention to them. Grammar schools should get most of our attention, accordin' to th' ideals of democracy, which stand f'r th' welfare of th' majority.

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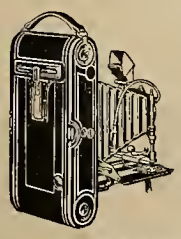

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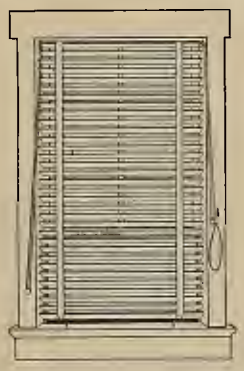

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, NOV., 1916 No. 11

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; H. G. Rawlins, Williams, Secretary. Meeting, Marysville, Oct. 31 to Nov. 2.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Interesting County Institute

One of the best institutes of the year was that of San Luis Obispo County, conducted by Superintendent W. S. Wight, at Paso Robles. Mr. Wight is a very modest man, and never has a word to say for himself, always is ready to retire into his shell. Nevertheless, he has a rare fund of common sense, he is moderate and fair and thoughtful in his judgments, and he always seems to be actuated by high principles and best sentiments. Such a man always makes the world better and is more useful to his kind than any of your swaggering, boasting spell-binders.

Ideal Location

Paso Robles is in the Coast Range mountains, about 30 miles from the county seat and the sea, over one of the most beautiful roadways in the State, La Cuesta grade. It winds up the mountains in a long succession of lovely curves around the flanks of the ever ascending hills, ever ascending and ever giving new views and varying aspects of the widening country below. Paso de Robles means the pass of the oaks, and it is well named. It is in the upper valley of the Salinas River, before it has become a valley yet, and it is dotted everywhere by groves of noble oaks. From here straight north leads the Salinas for many scores of miles through the wind swept plains of Monterey County. The white thread of the State Highway goes with it, up hill and down dale, with its never ending procession of automobiles flying north to San Francisco and south to Los Angeles.

The reason for being of Paso Robles is the natural Hot Springs. Soon as you arrive you become aware of it by the sense of smell. If you are a high brow you call the all-pervading odor sulphuretted hydrogen. If you're a vulgar low brow you just sniff and say "rotten eggs." Like all the other sulphur springs, its water tastes exactly like chicken soup if it is properly salted and peppered. There is a magnificent tourist hotel, under railroad auspices, that extends along the street for a league or two, and that has under its roof everything for the entertainment and diversion of wealthy mankind—acres of lobbies and parlors and smoking rooms and billiard halls—long corridors and sun parlors—great swimming pools of warm sulphur water—"and everything else that's neat."

There were special rates for the institute, so we all disported ourselves in the sunshine of garish magnificence for a season.

The sessions of the institute were held at the new grammar school in the upper part of town, a splendid building. The principal is L. E. Brauer, a graduate of the Chico Normal School, and a very sincere, well equipped, ambitious young school man, who will go far in his profession. The school has ten rooms, cost $43,000, is built of pressed brick and cement, and stands in seven acres of grounds. Mr. Brauer sent me a photograph of the building, which is reproduced here, to give a notion of the splendid structures that California is making for her schools, all the way up and down the State.

Great Virtuoso Present

The first day at the hotel I noticed a guest walking about the lobbies free and easy, who was remarkably tall and slender and had a remarkable amount of red whiskers and hair floating around in the immediate neighborhood of his face. His hairy mustachios and goatee were not altogether red, either, but were variegated red and white. They didn't give him a shock-headed appearance at all, but rather a flowing, excitable aspect. He seemed to be hail fellow well met with everybody, but I didn't meet him personally. It was Paderewski, the famous Polish pianist. Superintendent Wight invited him to play before the institute—gave him a perfectly good chance to show what he could do—but he declined—said his contracts forbade his playing outside his regular concerts. Now, what do you think of that? Turned us down flat, refused to play, and for such a flimsy excuse as that! We have our doubts of his ability anyhow, and consider him grossly over-rated.

The great musician is really a resident of Paso Robles. He lives a portion of the year at the big hotel, and he owns a farm out in the back country. I understand he raises cattle and almonds. Madame Paderewski was with him, and she had a great collection of dolls of every clime and color, every shape and size. These she had on display in the hotel lobby, and offered for sale for the benefit of the Polish sufferers in the great war. The legend "Buy a Doll and Save a Life" hung overhead. They had been made by the great artists in Paris, whose occupation

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GENERAL OBJECT

To Support Our Government in Any Effort It May Make Towards a Just and Lasting Peace.

SPECIFIC OBJECT

To Urge Our Government to Call or Co-operate in a Conference of Neutral Nations Which Shall Offer Joint Mediation to the Belligerents by Proposals Calculated to Form the Basis of a Permanent Peace.

To Our Government—

We, the undersigned citizens of the United States of America, declare our conviction that adequate guarantees against future wars—the avowed aim of both belligerents—can be secured by:

1. Repudiation of military conquest as a means of territorial expansion.
2. Recognition of the right of each people to determine its own social, political, and economic development;
3. World organization for the development of international co-operation and the settlement of international disputes.

THE WAY OUT

By Ednah Aiken

Since the beginning of recorded war, women have followed the destroying armies with tears and the cup of cold water. Mercy has been the outlet for our pity and our fears. We have torn lint and made bandages and staunched the wounds which our own soft bodies were not called upon to endure.

But those were the dumb centuries, when we could do no better than moan, and pityingly minister.

And we have carried over the habit into these free, emancipated days. Even now, though enfranchised and articulate, we are following the ancient method of mercy. We still cry one side to victory, and follow with aid to the dying.

If you saw two men grappling in a struggle to the death, would you cry, "Fight it out! Fight it to a finish!" And then start shredding your lint? Today you plan a more militant mercy. You find a way out.

Germany declares that she is fighting to establish an enduring peace. The Allied Powers believe that they are sending their armies to destruction for that very peace. Your part is to make sure that they mean it. It is for you, the women of the neutral nations, and above all for the women of the land of meeting brotherhoods, of the United States, to make sure that those sacrificial lives are not given in vain. Because those fighting leaders are urging their armies to victory for this inspired ideal, pledging a peace perpetual to follow victory (or defeat!), help to lay the foundations of a real peace; have a peace structure started before the passion of defeat or victory makes men forget their pledges. Add your name, and your neighbors' names, to the plea for a conference of neutral nations. Co-operate in a militant mercy. For mercy today means prevention. It means the saving of life blood rather than its futile staunching. It is the new way of mercy. It is the way out.

was gone and who wanted to help. The dolls ranged in price from $5 to $10.

Atascadero, a California Arcadia

One day I left the institute at 10 o'clock and spent a couple of hours looking over the wonderful enterprise called Atascadero. It is a colony, a land scheme, a cooperative settlement, that has sprung up like a mushroom on the State Highway, a dozen miles south of Paso Robles. Now, mark my words: Atascadero takes rank as one of the wonders of California, along with Yosemite and the Big Trees, and it is well worth the time and trouble to inspect it thoroughly, no matter whether you go to scoff or to pray. It is a study of humanity, a fascinating experiment in human endeavor, the development of an idea.

The man behind the idea is E. G. Lewis, who hails from St. Louis, although he is more properly a citizen of the world. I looked him over with interest. He was about 45 years old, I guess—blue-eyed, reddish complexioned, soft voiced—his eyes large and far apart—the face of a dreamer, an idealist, one who visualizes the future in the immediate present, and one who has the gift of making the future look real and present to others. I think his greatest genius lies in publicity, in the ability to direct and secure a wide-spread publicity, the right kind of publicity, publicity that reaches and affects the people of a whole continent at once.

The Beginning

Lewis came out to one of the wildest, most remote and little-settled sections of California and selected a lonesome, down-at-the-heel cattle ranch, miles and miles in extent—23,000 acres, mountains and hills and plains and valleys and the shores of the sea. Its price was over nine hundred thousand dollars! His first publicity stunt was to find enough people wanting to live in California to raise this purchase price, little by little. Then he must find enough more home seekers who wanted ten acres each to raise huge sums of money for development, upon a princely scale.

In this princely and magnificent development he called on California brains—Professor Wickson to plan it horticulturally, Professor Corey to plan the engineering, and many other of the ablest experts of the State to lay the foundations.

I can't undertake here to outline the growth or the adventures of the enterprise. 'Twould take volumes to do so. I had a chance to glance at it in its course, two or three years old, and then must run away to other things. How interesting 'twould be to go there and spend a month in really observing the great venture and studying it, body and soul.

The engine, the dynamo, the source of power that makes the whole thing go—inspiring Publicity—is now vested in three publications. These are the Atascadero News, the National Woman's Magazine, and the Illustrated Review. They are issued from a large printery at the Civic Center, and they go out by hundreds of thousands! Three hundred and fifty thousand per month. A railroad switch leads to the printery, to carry in the paper, and mail cars go there to carry the outgoing mail in carload lots.

Partial Development

The Civic Center cost over a million dollars. The department store is just building, a huge structure with standard gauge railroad lines running through its basement, to bring in goods. It is planned to handle a business so efficiently that people won't buy elsewhere. The administration building looks like St. Peter's in size and lordly splendor. The school house, offices, church and myriad other structures, are the best of their kind, each a part of an architectural whole. We drove to the stadium—a bowl-like valley, completely shut in by hills and reached by a lovely winding auto road half a mile from the Civic Center, lighted by bright electric lights and accompanied by a footpath. A stage occupies the center of the bowl, in a group of oaks. The rising sides afford seats for a multuitude. The level ground can be packed with automobiles, where people can sit in comfort in their own machines and see the show or listen to the lecture or sermon. This place is the social center of the community.

Axel Johnson is the Educational Director. I met him at the teachers' institute, and he was a singularly thoughtful, intelligent, active school man, with long experience in different eastern states. He does not teach, but looks after and organizes the schools and other educational activities. If any five citizens call for a class in any subject whatever it is furnished—rose growing, Greek, trigonometry, sewing, poultry raising, manual training or anything else.

The old settlers of the country are puzzled and astounded at the doings of the colony. They have known that country from time immemorial, and to see any one come along and attempt such strange things fills them first with amazement, then with ridicule, then with opposition—and finally, upon success being attained, with admiration and pride in "what we have done." They have not reached this final stage as yet, however.

Ten Acres Enough

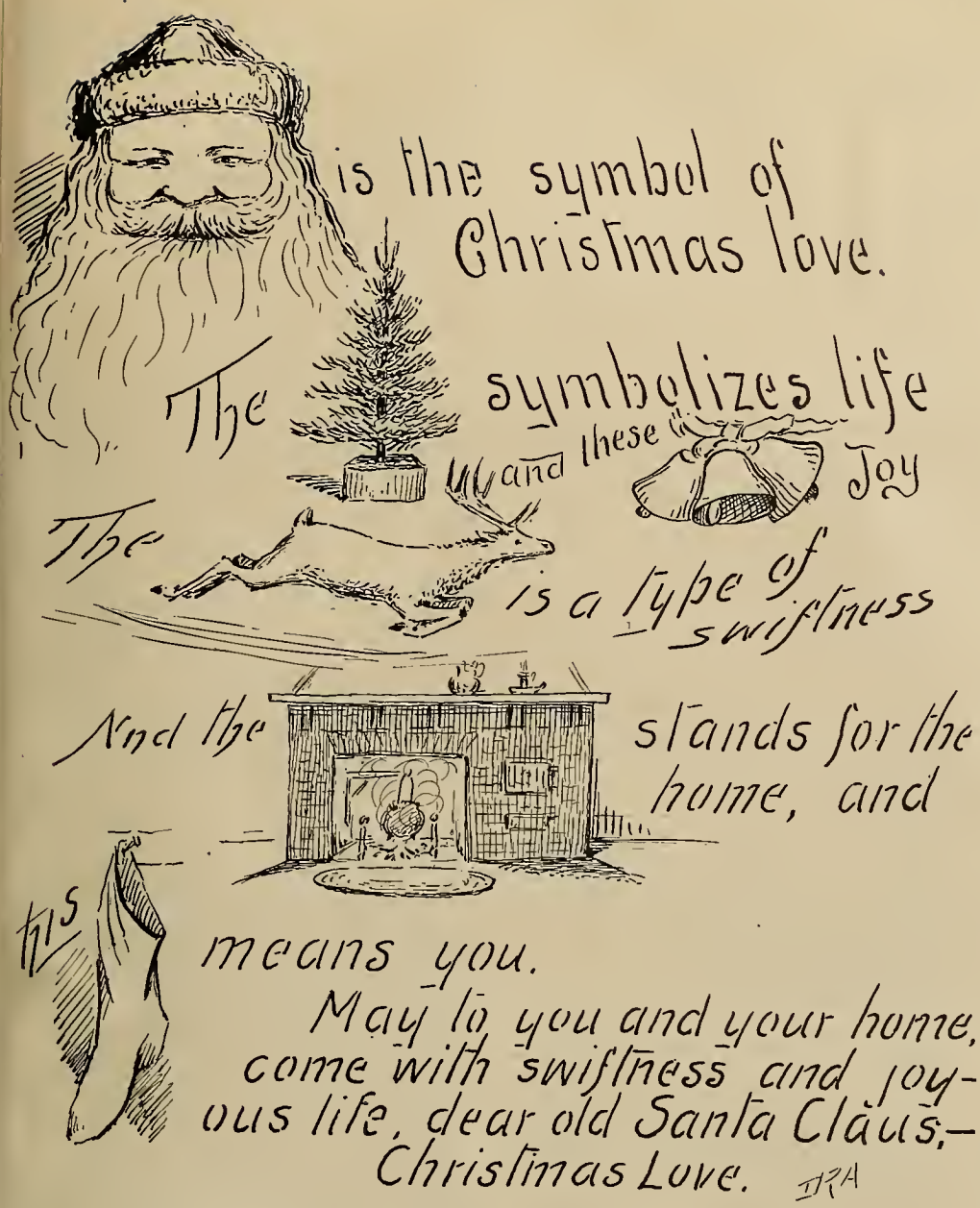
Only ten acres of land is sold to each person. The corporation that sells undertakes to plant the land to the trees for which it is best adapted, and care for them for two years. It has a vast organiaztion to do this work, and does it in the most efficient and scientific way. Whole processions of gasoline tractors and swarms of plows, cultivators, harrows, discs, rollers, go out every morning. There is no irrigation practiced, yet I saw vast plantings of young trees, thousands of acres, peaches, apricots, plums, walnuts, almonds, covering the swelling hills and the valleys between, with never a tree dead or dejected, every one green, hearty and lusty! I believe the plan is headed to success! Will 10 acres of fruit land support an American family in the style to which it is accustomed? No. That's not the intention. The idea is that those who settle here have some source of income apart from the profits of their land. Many of them will labor in the myriad industries that will necessarily arise when the orchards and farms come into full production, canneries, dryers, packing houses, and a thousand other things to serve the settlement. The idea is that there are enough people in the United States able and desirous of living a congenial, outdoor life in California, surrounded by high social privileges—enough of them to populate this 23,000 acres and fill it up.

His Opportunity

The land cost about $40 per acre. It is sold to the people at the end of the period, planted and producing, water piped over it, beautiful roads built everywhere, lights and gas put in, public improvements made, the ideal development of a site for a home accomplished, for about $500 an acre. It is in this difference between forty dollars and five hundred dollars per acre that Lewis has his opportunity—his opportunity to build up the ideal conditions for a community of homes, his opportunity for princely expenditures and vast public improvements.

And, mind you, this Aladdin whose dreams come true is not content to sell off this land at a profit and leave. His home is here, he is planning for the distant future. His mind is throbbing with the creation and development of markets for the products of vast orchards as yet unplanted, with the problems of preservation and transportation, with a thousand details that I can't stop even to mention. 'Tis the biggest and most inspiring experiment I know. 'Tis worth our while to watch it, think about it, keep track of it, for the next twenty years. I'll confess the spirit of the enterprise captivated me.

PASO ROBLES GRAMMAR SCHOOL, L. E. BRAUER, PRINCIPAL



DO YOU BELIEVE IN SANTA CLAUS?

By D. R. Augsburg

Do I believe in Santa Claus? Yes. I believe in a real genuine Santa Claus.

Do I believe in a jolly little man that is supposed to come down the chimney and fill our stockings with goodies? No; not any more than I believe that there is a real live man called Uncle Sam that walks about the country representing the U. S. Government.

Every schoolboy knows that a government is not a shape, and is invisible to the eye, hence it must be represented by a symbol or type. Uncle Sam is such a type, and is used to represent in picture form the U. S. Government, and all understand this, and are not confused if the postman says that he is working for Uncle Sam or if some one says that the postoffice is owned by Uncle Sam.

In very much the same way Santa Claus is a type and stands for Christmas love,—or the love element of Christmas, and there should be no more confusion than in the use of the term Uncle Sam.

On all of our silver coins liberty is symboled by a woman's head, and no one is confused. That which stands for a reality is real. Liberty is real, therefore its symbol is real. The American flag is more than so much red, white and blue cloth. No one would fight for a piece of cloth, but there are millions of Americans who would fight for the Stars and Stripes. The love element of Christmas is real, therefore its symbol, Santa Claus, is real.

Who then is Santa Claus?—Christmas love.

Who can represent Santa Claus?—Anyone who expresses Christmas love.

Does the giving of presents represent Santa Claus?—No; it's the love element back of the present.

Suppose I give a present because someone gave me one, would that make me Santa Claus?—No, not unless the giving of the present was prompted by love.

Suppose I have nothing to give of a material nature—money or goods?—The giving of money or goods has nothing to do with Santa Claus. His gifts are of the heart, and are prompted by love. A twenty-dollar gold piece without love back of it is far less than a single good thought. A hearty "Merry Christmas" springing straight from the heart will outweigh a fine diamond with an unworthy thought back of it.

Is not father or mother Santa Claus?—They may be, but the fact that they are father and mother does not make them so, but it's the Christmas love they express.

Then are the reindeer, that carries Santa Claus, real?—Yes, they are real, as symbols of swiftness. They symbolize the swiftness with which Christmas love comes to us.

What about the chimney?—The chimney symbolizes obstruction. We not only want Santa Claus' Christmas love to come with the swiftness of the reindeer, but to come thru all obstructions, even down a black, sooty, grimmy chimney. Love stops at nothing. It will come thru windows, doors, thickest walls and prison bars to get at you.

We not only want Christmas love to come to us with swiftness and thru all obstructions, but we want it to be joyous, and full of life, hence the Christmas bells and Christmas tree. The Christmas tree is always an evergreen tree, which even in winter remains fresh and green, and symbolizes life, and Christmas bells joy.

And while we want Christmas love to come to all, we especially want it to come to our home, to the loved ones that gather around the fireside, hence the fireplace symbolizes the home, and the hanging of the stocking the individuals in each home.

Yes, Santa Claus is real, because Christmas love is real. With very little children Santa Claus is personalized, and becomes a real human being, but as they grow older this should change gradually and naturally into the impersonal Santa Claus, symbolizing the love element of Christmas, just as the flag of our country changes from pretty pieces of bunting into the emblem of a great nation. There is no deception in Santa Claus.

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The School Teachers' Page

Eliza D. Keith

CIVICS

The Choice of A Home

Savages searching, hunting for food, wander about the land. Savages desert their villages for a new camping spot.

Civilized men settle in communities and the settlement endures. Civilization means stability and permanence.

Civilized communities divide their land into wards, townships, counties and states.

Citizens have certain rights and privileges which go with the land.

Each citizen must be identified with his permanent residence.

The stronger the tie between the man and the land, the better the citizens, the more enduring and civilized the community.

Homes stabilize, or make steady a settlement, a community.

A family makes a home.

Early settlements in America at first failed because there were no women and no homes.

Settlers with wives and children made English colonies possible, permanent, prosperous.

The United States owns vast territories that would be useless unless occupied by a population that would develop the resources of these territories.

Developing resources means digging the mines, cultivating the soil, lumbering, fishing, manufacturing.

The government of the U. S. has several times given land to men who would settle and build homes in these vast territories.

Conflicting Claims Over the Land

Settlers in claiming and cultivating the new land after a while ran into each other's property. Conflicting claims about the land made trouble, and the U. S. Government finally settled all disputes by surveying and marking off the entire region into townships.

A township contained 36 sections. Each section of a township contains 640 acres.

Each section is divided into halves and quarters.

In cities the land is further subdivided into lots, which are also numbered and recorded.

Public lands belong to the nation.

The public lands will be given away or sold to intending settlers. Much of the public land is a desert; but deserts are reclaimed by irrigation.

The U. S. Government has its reclamation service, of the Department of the Interior; make an extensive system of irrigation, with great reservoirs and canals in several of the Western states

The U. S. Government makes forest reservations, protecting the trees, allowing no trees to be cut down, thus conserving the sources of great rivers rising in these forests.

The U. S. protects the citizen in his property rights.

Sometimes, the needs or interest of the community conflict with the interests of the individual.

Government Can Take Property For Its Own Use

When the Government needs a man's property, as, for instance, a block of land on which to build a post office, the man must yield to the Government.

If the city needs to open a street, it can compel a man to move his house from his lot, and to sell the land to the city at the price the courts may set upon the land.

If a man's house stands in the way of a fire, the house may be dynamited and the owner not paid.

When the government takes away the land of a private citizen, and puts it to public uses, the government is exercising the law of eminent domain.

The government can condemn the land, that is, select and set aside the property for public use, but the government must pay the citizen a just amount for his property.

Communities may grant the use of their highways to private corporations that render or give important public service.

Public service corporations are streets, railways, telephone and telegraph companies, water and gas companies.

The right given by a community to a public service corporation to use city property for the benefit of the community is called a franchise.

Cities now make public service corporations pay a certain sum or a certain percentage of their receipts to the city in return for a franchise, that is for the right to use the city's streets.

A Citizen's Rights and Duties Are Determined by His Place of Residence

A citizen may vote or hold office only within certain districts created by the government.

A citizen votes only in the state where he lives.

The thirteen original states came into the Union with their boundaries already established in colonial times.

The boundaries of the states other than the original thirteen states were established by the National Government of the United States.

A state cannot change its boundaries without the consent of the nation.

States organize themselves with counties and townships.

Villages and cities are granted definite boundaries by the state government.

Villages and cities organize themselves into wards and districts.

There are also congressional, judicial and revenue districts.

A district is a certain portion of land.

A congressional district is a portion of the state which elects a man to represent the people at Washington, D. C.

Judicial district elects men for judges to interpret the law.

Economy Should Be Practised

Waste is wicked.

Waste must be avoided.

"Save the pieces." Use the scraps.

Learn how to cook food in a wholesome, appetizing fashion.

Better kitchen management means money saved.

Women are the household buyers.

Women must be trained in domestic economy to be saving, but not stingy; generous, but not extravagant, or wasteful.

Good business management avoids waste. Today what used to be thrown away is made into waste products. Make money work, do not hoard it. Save your surplus, but pay your debts, and help develop the industries of your own home town.

Cities must guard against waste in pavements, public buildings, fire departments and in all their other interests.

Graft and dishonesty are wicked waste. Taxpayers pay big bills because of waste and neglect in all city affairs. Dishonest public servants must be watched, exposed, and removed.

A franchise, or the right to use public highways, should not be given away by the city, but a city should receive a percentage of the earnings of each company to which the city grants a franchise.

Each good citizen will help secure an efficient and economical administration, or management, of the affairs of his community so that the community will get the greatest value for the taxpayers' money.

Children should honor and protect their share of the community's property. The school house is the home of the young American citizen.

Knowing One Another

Community life means communication with people, and with other communities.

Good roads are necessary for quick communication.

A bad road increases the cost of transportation.

High transportation increases the cost of living by making goods cost more.

Wet land must be drained to make a good, solid road.

Soft land must be made hard for a good road.

Road making in the United States is too often poorly done, and wastes the peoples' money. Bad roads wear out the wagons and cut short the lives of the horses.

Canals are cheaper than road building.

Railroads cost much money to build, but steam and electricity by cutting down the time needed for transportation cheapen the cost of goods. The State and the Federal Governments have done much to improve waterways and to give grants of land to railroad companies, and to build canals.

The railroads in the United States have done a wonderful work in building up our country, by opening up new tracts of land, by carrying passengers, and in transporting the products of the farm and the factory.

Electric railways develop and build up suburban property.

Railroads and telephones bring people in closer relation to each other.

Rural free delivery and the parcel post system have brought people together.

Transportation in cities means good sidewalks, good crossings, good pavements.

The streets belong to the people, and no one has a right to block the streets.

Education and Self-Government

Despotic rulers fear the effect of education on the people.

An ignorant people cannot rule themselves.

True democracy needs, gives, and compels public education for the masses. Am-

erican ideals demand freedom of thought and widespread information.

The state, not the Federal Government, provides the public school for the people.

The ungraded country or rural school cannot give as complete an education as that given by a well graded city school.

City schools are under the control of the Board of Education appointed by the Mayor.

The primary school, the grammar school, the high school, all lead to the State University, the crowning glory of education in a democracy.

People learn by doing.

The schools train for citizenship:

First, in teaching the child what has been done by others (information). Second, in teaching the child how to think, and to do for himself; also the schools teach citizenship by training each pupil to be a good citizen in the school community. School is life itself.

Failure or wrong doing by one person hurts the school.

Each child should be educated for the good of the entire community.

The better the education, the better the work a man can do.

Aids to education are libraries, museums, moving pictures, newspapers, lectures, and public speaking.

Utilitarian Purposes Often At War With Civic Beauty

The beauty of the landscape is often destroyed by factories and houses.

Save the forests, save the natural beauties of stream and lake and hill.

The U. S. Government has made National Parks to preserve great natural beauties as the Yellowstone Park, Yosemite, and will try to save Niagara Falls from being destroyed by power companies.

Terrace the hillsides, build beautiful churches, artistic homes, save the open spaces for city parks and cultivate gardens.

Beautify the community, by beautifying the homes.

Gardens, window boxes, porch shrubs, sidewalk trees, order, neatness, cleanness, all make for civic beauty.

Every Child Can Help

To keep home and house, street, and yard neat and tidy. Don't throw rubbish in the street; don't spit in public.

Help the neighborhood to get the habit of adding to the civic beauty of the community by setting the example.

Keep your school, its walls, halls, rooms, and yards perfectly clean.

Let us have beautiful school buildings.

A city is judged by its streets. A street is public property.

The Board of Public Works has charge over the streets and their repair.

Good pavements, crosswalks, well curbed, well kept sidewalks, are necessary for good streets.

A Little Noise Necessary; But Not Too Much

Noise is necessary at times to warn us of danger from fire, or by passing vehicles, as fire engines, bicycles, street cars, and autos.

But much of the city noise is unnecessary and very trying.

Some cities pass laws against unnecessary noise.

School children should not litter up the streets.

Trees have been cut down unnecessarily. Save the trees, both for the health and beauty of the community.

Our streets are often too much alike in appearance because the houses are of the box-like variety—no character, no distinctiveness.

Telegraph, telephone, and trolley poles disfigure a city unless the poles are artistic as well as useful.

See San Francisco's "Path of Gold."

Don't nail signs or paint advertisements on public buildings or street poles. Regulate the bill board nuisance.

All cities have their systems of parks and boulevards. San Francisco has the only park in the world with an ocean drive.

Clear the smoke from the air.

Smoke is only unconsumed fuel.

Many cities compel the use of smoke consumers, for smoke is a foe to civic beauty.

Civic improvement associations seek to have better architecture, better streets, lighting, sewers, schools, houses and public service.

Art galleries, museums, libraries, add to the refinement and education of the people. Let the people rule.

Sometimes our government does not represent or stand for all the people.

The people themselves often do not take enough interest in how the community is governed. Often people let others do all the work, and all the thinking for the rest.

Every citizen should do his share.

The best business men are the ones best able to manage the government. Patriotism asks men to give up some of their time, even to sacrifice their own business by holding office, and serving the people.

Every man should be willing to do jury duty.

Every man should honestly pay his taxes.

Taxes are money paid for the support of government.

The more property a man has, the more willing he should be to pay taxes to support the government that protects him and his wealth.

Every citizen should vote if able to do so.

Do not stay away from the polls for any reason.

Good citizens must watch, work and vote for good men, good laws, if they do not want bad men to get into the office to rule a city, to plunder and steal.

Political parties are the group into which the voters are divided.

Political parties help to secure united action among voters who think alike.

No man is greater than his party. The highest purpose of a party should be to secure good government for all the people.

The majority, the greatest number of one kind, must rule.

The majority must determine or do what the government shall be, but the majority must remember to consider the rights of the minority.

Leaders are necessary to secure united action in a party. Corrupt leaders are "bosses," their workers or gangs form a ring or a machine.

A boss uses the party to make himself powerful and rich. Rich corporations that want favors from the government, privileges that will give them an unfair advantage over their rivals in business, pay the bosses to pass crooked laws and to give them the advantage.

Bosses hold their workers together by paying them money, sometimes by persuading them, or else by giving them office or employment.

A victorious party used to turn all the office-holders out and appoint its own men to office. The spoils system was really the name given by President Jackson, who said, "To the victor belongs the spoils."

"Civil Service"

Civil service is a reform of the spoils system. Civil service means keeping men in office until the end of the term for which they were appointed, instead of using the offices of the government as the reward for party service.

The office should seek the man—not the man the office.

The 1883 Congress passed the Civil Service Law, and a civil service commission was created by Congress to improve public service. Candidates for appointment to office must pass a competitive examination to show fitness. Office is held during good behavior.

Many states hold a primary election to choose candidates for elective offices, instead of having candidates nominated by a party convention or caucus.

Formerly each party had its own printed ticket at elections, each different in appearance from the others, so that it was easy to see how a man voted. Today voters are protected by the Australian ballot.

The Australian ballot is a huge sheet of paper on which are printed the names of all the candidates for every office. The name of all the candidates for one office are printed under the name of that office.

Honest, capable, good government should be by good people, for all the people.

Every citizen should study the laws, know the needs of his community, and always vote for the best laws and the best people.

Conditions are not getting worse, but better.

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Southern California Section

Under Direction of
HERBERT F. CLARK
Alhambra, Cal.

Editorial

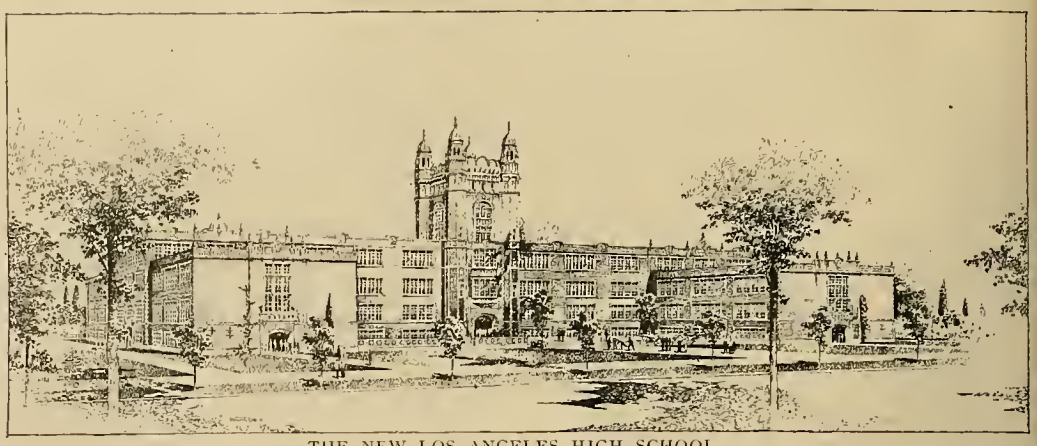
Baker Brownell on Correctness and Freedom

Baker Brownell, editor of "Teaching" (a semi-monthly publication issued by the Kansas State Normal School at Emporia) in the May, 1916, issue throws out to the alumni of that institution, and school people generally, some peculiar educational philosophy. In an editorial entitled "Correctness and Freedom," he says: "Conformity of reaction was once the main demand of education. To this end the child was drilled in the tables of childhood knowledge such as multiplication, verbs, parts of the body. In California and in Maine he was taught to react singly to 9x7. From California to Maine his reaction was good only when conformable to a fixed standard, usually adult, in this case 63." Some of us who have followed the school path for a good many years, feel grateful to Mr. Brownell for the startling information that "multiplication, verbs, and parts of the body" are particularly "childhood knowledge." We are wondering if he would have children, or adults, react in any other way than that 9x7=63. Perhaps he would have some in California react that way, and some in Maine react differently, say, 9x7="skidoo." Again he says: "The teacher then meddled in the very stuff and process of youthful thought. * * * The result that she sought was correctness." Isn't "correctness" as a result inconsistent with "meddling," or would he have the teacher "meddle" with something else than the "stuff and process of youthful thought." Would he have her seek "incorrectness" as a result? "Today all this is gone," he informs us, "and correctness is a word—it almost could be asserted—that is no longer heard, nor needed in the elementary schools." Perhaps the professor's statement is based on a well planned investigation, but some of us could tell him where the element of correctness is sorely needed. "Conformity of reaction," he says, "is no longer sought from pupils." This will be consoling philosophy to the teacher who finds that no two of her fifth grade pupils will give the same response to 5x6. Again, he says, "The teacher dares not thrust her finger in and jerk a childish thought to a mature conclusion." She might use a hooked stick, or a fish hook, anything to get the "pesky" thing to respond correctly to 9x7.

* * * *

LOS ANGELES HIGH SCHOOL
Credit to Great City

The dedication of the new Los Angeles High School on November 10th marks another step on the educational path of that progressive city. Beautiful as the building is in architecture, set as it is among splendid surroundings, equipped as it will be with all the modern conveniences of school life, and manned by a corps of teachers whose worth has already been established, this new institution will prove a power for good in the thousands of lives which it may expect to serve. All honor to the city that thus provides for the education of its future citizens.



THE NEW LOS ANGELES HIGH SCHOOL

The very occasion, however, seems to bring into relief the contrast between this magnificent institution and the cheap structures, lack of playground facilities and crude conditions that exist in other parts of the same city. Some of us whose lots are cast with these less fortunate children would not in the least detract from the privileges accorded other children, but we do plead for environment, for equipment, and for the highest quality of teachers and scholarship for the children that "Jacob Riis" calls the Other Half.

* * *

THE NEW LOS ANGELES HIGH SCHOOL

By George B. Culver

Los Angeles High School, founded in 1873, is to have a new home. With ceremonies befitting the history and achievements of the pioneer school of Los Angeles, the corner stone of the new building was laid November 3rd, 1916.

It was an impressive and joyful occasion; impressive because of the distinguished personnel of those taking an active part in the exercises; and joyful because of the spirit of the alumni, who came from near and far to pay tribute to their Alma Mater. Two thousand undergraduates and junior college students added their enthusiasm to the ceremonies. The State and its great University was represented by President Benjamin Ide Wheeler, who declared that it was worth journeying across the continent to witness the loyalty of the school's alumni.

The new site of the school embraces a tract of twenty-one acres in what is known as the Wilshire district, the most desirable residential section of Los Angeles.

The main building, somewhat resembling a huge "H" in design, is at once impressive in its suggestion of strength and simplicity. The artistic feature, in fine keeping with the whole scheme, is a Tudor tower rising above the main entrance. The building is planned to accommodate two thousand pupils. It will cost approximately $475,000.00.

Set as it is upon a bit of slightly rising ground, the new edifice will be the attractive center of a landscape gardening scheme strongly reminiscent of the combined beauties of the San Francisco and San Diego International Expositions.

One of the campus features will be an agricultural building for botany and agriculture. This structure will be of the English cottage type, and resemble a real home in the midst of the school's experimental and testing horticultural grounds.

Near by will be a commodious aviary planned after the bird enclosure in the Mission Cliff Park at San Diego. It will constitute an outdoor laboratory for the study and observation of birds.

A large field providing for football, baseball, military drill, and parade grounds, a quarter-mile running track and a two hundred and twenty yard straightaway will care for most of the outdoor exercises. In addition, there will be separate tennis and basketball courts for girls and boys, and also handball courts.

The military department is planning for an armory. Additions will also be made to the present wireless equipment of the school.

Although Los Angeles High School has long been known as a classical institution, it has always been the policy of its principal, Mr. W. H. Housh, to add to its curriculum any desirable courses for which there came a reasonable demand. Ample provision is made in the new building for extended work in commercial subjects, domestic science, and manual training.

The dedication program, which took place under a fine blue Southern California sky and to the accompaniment of a choir of Western meadowlarks in the nearby fields, follows:

Judge Walter Bordwell, President Board of Education, presiding.

March, "National Emblem (E. E. Bagley), Los Angeles High School Orchestra.

Invocation, Rev. E. A. Healy, Dean College of Theology, University of Southern California.

Address of Welcome, Dr. Albert Shields, Superintendent City Schools.

Address, Dr. Benjamin Ide Wheeler, President University of California.

"A Song of Liberty" (Mrs. H. H. A. Beach), Los Angeles High School Chorus and Orchestra.

Dedicatory Ode, Snow Longley, Alumnus of Los Angeles High School.

Address, H. W. O'Melveny, Alumnus of Class '75.

Laying of Corner Stone, Alumni 1875-

1916, under direction of Willis H. Booth, President Alumni Association.

Closing Remarks, W. H. Housh, Principal Los Angeles High School.

"Hail! Hail! To L. A. High," by School and Alumni. * * * *

Los Angeles City and County Institute Together with State Teachers' Association, Southern Section

From December 18th to 22nd, in the city of Los Angeles will be held the Annual City and County Institute, as also the Annual Session of the State Teachers' Association, Southern Section. At this writing the detailed program is not available, but progress enough has been made to indicate the quality of the educational feast in preparation. The list of speakers already engaged for this occasion contains the names of Dr. Calvin N. Kendall, Commissioner of Education, Trenton, N. J.; Dr. E. B. Bryan, President Colgate College, Hamilton, N. Y.; Professor Peter W. Dykema, University of Wisconsin; Professor Harry Kendall Bassett, University of Wisconsin; Professor Thomas H. Briggs, Teachers' College, Columbia University; Miss Theda Geldemeister, State Normal School, Winona, Minn.; Mrs. Cora Wilson Stewart, Moonlight Schools, Frankfort, Ky.; Miss Ella V. Dobbs, State University, Columbia, Mo., Arts and Crafts; Professor Paul Shorey, Class Department, University of Chicago; Dean Thomas Forsyth Hunt, Agriculture, University of California; Dean Leon J. Richardson, Classical Department, University of California; Miss Gail Harrison, Kindergarten and Elementary Schools, 760 East California street, Pasadena, Cal.; Harr Wagner.

The content of the program will be enriched by the presence of the following State officials: Commissioner Will C. Wood, Sacramento, Cal.; Commissioner Edward Snyder, Sacramento, Cal.; Commissioner Margaret Shallenberger McNaught, Sacramento, Cal.

* * * *

REPORT OF LEGISLATIVE COMMITTEE OF THE LOS ANGELES TEACHERS CLUB

Because of the many rumors afloat regarding the necessity of a change in the retirement salary law, this committee has submitted to the State Board of Education the following questions:

What is the amount in the retirement salary fund?

How is it invested?

Does the increased demand for retirement salaries each year use any of the principal?

To what extent does the dollar paid in each month by teachers support the demands made?

Have there been any large number of abuses in the demands made?

Have teachers abused the disability clause?

Do teachers, when they become eligible, generally avail themselves of the fund or do many continue teaching?

Where are the histories?

Have teachers any proof that they are in safety deposit boxes?

To what extent has the State Board the authority to interpret the retirement salary law?

* * *

MEETING OF THE CALIFORNIA COUNCIL OF EDUCATION, LOS ANGELES, CAL., NOVEMBER 11, 1916

The California Council of Education went on record as favoring the submission of a bill at the next Legislature providing for an amendment to the school laws so as to insure the permanent tenure of teachers after a probationary period.

If such a law is adopted, teachers, after serving a certain period, say, three years, cannot be removed except for cause, and must be afforded a hearing before the Board of Education before dismissal.

The action, which was by unanimous vote, is an aftermath of the stir caused among the teachers of this section a few months ago when a large number of old teachers of the Los Angeles City Schools were removed by the City Board of Education.

The motion was presented by Mark Keppel, superintendent of schools of Los Angeles County, who said that the legislative committee of the City and County Superintendents' Association is already working on such a bill. He declared such a law would do away with 50 per cent of the disagreeable problems now arising in school districts and would obviate such "unseemly conditions as arose a few months ago in a certain large school district of this State, when a large number of teachers were summarily dismissed without a hearing."

Session Largely Attended

The meeting of the council was held in the rooms of the county school department in the Hall of Records and was the best attended session in the history of the organiaztion. The purpose was to determine what recommendations on behalf of the teachers and the schools of the State should be made to the next Legislature.

Aside from the matter of tenure of teachers, the most important action taken by the council was the **adoption of a recommendation that the next Legislature should so amend the existing laws as to provide that the State shall contribute more toward the support of the elementary schools. At present the State contributes $15 per pupil, based on average daily attendance.**

Other recommendations as to legislation were the following:

A law providing for better and more adequate supervision of rural schools, under a plan whereby the State and the county shall each contribute one-half of the expense.

A law providing for the extension of vocational education and the establishment of more evening schools. It is the recommendation that the law be changed so that evening schools to hold sessions two, three, four and five nights a week, may be established. At present an evening school must be held five nights a week to get State aid. It was shown that a large percentage of the students attending evening schools are adults who find it inconvenient to attend five nights out of the week.

For Americanization

A provision for immigrant education—"The Americanization of the Immigrant." In this connection it is recommended that schools be established in the various sections to teach the newcomers to this country the English language, civics, hygiene and sanitation as well as general lessons in citizenship.

A law authorizing the levying of a building and grounds tax in the various school districts of 15 cents on $100 assessed valuation. The purpose is to obviate the necessity of the large number of school bond issues by providing that improvements may be made and grounds purchased by this special tax. Such a law was passed by the last Legislature, but was not signed by the Governor because of a technical objection raised by the Attorney General.

A more adequate law governing the election of boards of trustees in the school districts. It is claimed that under the present loose system elections are often unduly influenced and the secrecy of the ballot not maintained.

A recommendation that a bureau of visual education be maintained by the State Board of Education. This bureau would collect educational slides and motion picture films and send them around on a circuit, to be exhibited to the school children in the various districts of the State.

Teachers' Pensions Discussed

The session was presided over by the president of the council, E. M. Cox of Oakland. Arthur H. Chamberlain of San Francisco is executive secretary. In addition to the members of the council, E. P. Clark, president of the State Board of Education; E. R. Snyder, State Commissioner of Vocational Education, and Will C. Wood of Sacramento, State Commissioner of Secondary Schools, were present.

President Clark of the State Board discussed the question of teachers' pensions and the adequacy of the available fund, and the matter was referred to the legislative committee of the council.

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And to this day he is wondering why the young woman laughed at that argument and why she never came back.

STILL LIVING! So is Thomas Edison, but that does not prevent us from installing electricity.

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RECONSTRUCTION

Edited by Ednah Aiken

WHY IS EDUCATION COMPULSORY?

The question might equally well be put as a conundrum: Why is compulsory education? Amusing pastime to send the riddle around the country, acquiring solutions which would be as individual as the person who constructed the answer! It would be safe to assume, however, after allowing for specialized enthusiasm and individual prejudice, that the responses would follow one of three definite patterns, or formulae.

Formula number one: The public school is a sort of a mill of general averages, through which we must grind our children in order that they may emerge democratized units of a general efficiency or mediocrity!)

Formula number two: That the public school system, made compulsory, is a sort of lever by which each generation is to be pushed a little farther on, a little nearer perfection than were the fathers of that generation, say, two steps farther on than the grandfathers! A mathematical, complacent, unhurried formula. A formula to please educators rather than parents who, visualizing something richer, want that richer attainment or possibility brought within the reach of their own children; who reject the philosophical lever because it is unhurried and complacent, and "works through long processes of time." The mother and father, having once gained a glimpse of a wonderful dawn, want that fragrant, brilliant morning to come running to their own darlings. Who can be content with thoughts of the third or fourth removed generation with John and Jill being passed through a dull mill; glued to a prescribed seat in a closed room, the glorious world meanwhile of sunshine and growing things and happening things just outside the range of vision? It is this yearning of the parent which is forcing the patient hand of the educator; is pressing our educational revolution, and is teleologically responsible for the third formula:

Compulsory education connotes the idea of democracy. It is a governmental provision. Once a governmental provision, it becomes the most important division of government, because on it all other divisions rest. It is as the root to the branches of the tree. Compulsory education cannot rest on a sanctimoniously conceived, similarly-applied-routine of learning. Having once been made a part of government, it became, automatically, a training in living; it defines and enriches curriculum by paraphrasing that ancient Greek who when asked what boys should be taught, retorted "What they should do when men."

Passionate, parental and unscientific the third answer to the riddle? Yet the most brilliant educators of our day are urging that answer not alone as the solution to our tangled school problems, but as the solution for our timid experiment of democracy. If the democracy is to be anything but a mocking name, it must be sustained by men and women not merely drilled and trained, but drilled and trained for their job. If our government is to be anything but a mockery of self-government, the citizens on whom that government is to rest must develop Antean shoulders. And the development of those muscled shoulders is the duty of the modern schoolmaster. If he is "on to his own job, he knows that he is to give not only learning, but experience. If he has read the writing on the wall, he recognizes himself as a politician, as a teacher of politics in its pristine meaning, science of government; if he rereads his mission by the compartively modern light of compulsory education, he must acknowledge himself as a general of the nation's civil army. And if he become happily imbued with the parental fire of the third formula, he burns midnight oil, or, rather, uses the new-made light far into the morning, pondering over the modern problem: How can we translate modern curriculum into action? How can we continuously and actively bring the prescribed R's into relation to life?

WHERE ARE THE TEACHERS FOR THE NEW DAY?

A prominent educator made the observation recently that the deepest factor of his discontent is the lack of enlightened teachers. Easy to pass on the thrill of the modern conception of education to children, to boys and girls, vivid and eager for service! But where are the teachers to give it to them? Scarcely any profession encourages or develops as many routineers as the teaching mill; perhaps because it is so universally conceived as a mill! Where hundreds, or more accurately thousands of teach-in-the-meantime young spinisters are applying education as a plaster to the memories of their charges, a few are stimulating the imagination and zeal of their temporary wards towards a self-recognition as a citizen or soldier of the state. We know of some inspiring beginnings; wide-spread and detached enough to be recognized as a healthy growth. But the third formula, it must be remembered, is both passionate and hurried. It wants action; it demands of normal schools and colleges better trained teachers, and now! It wants, moreover, a popular awakening, one might say, a popularizing of the subject of education. It clamors for universal and speedy adoption; before John and Jill escape into the full responsibility of citizenhood, before they have lost their chance at the new day.

POPULARIZING EDUCATION

A popularizing of education! That is the coming crusade, the beginnings of which have already intrigued us. Education has a dry sound; it carries over with it inherited dullness; it suggests technical books; ugly schoolhouses; stern schoolmasters; detachment from life. But the dry-as-dust period has past. The lonely schoolhouses, lonely after three o'clock, black tombs at night; all that is going with the pressing of the social center ideas. Detachment from life, that too passing, for compulsory education forces education into immediate application to life, and into immediate relation. Technical books on education are giving place to fascinating prophecies.

A few years ago, teachers were complaining that they could not force the interest of the mothers enough to tempt them to visit the school; now they are confiding to one another that they do not know what they can do to diminish without offense the maternal onrush. Education is becoming popularized. The Mothers' Club is an innocent factor of the new interest; it will be an imposing factor before it is much older; once rid of its innocence; once made conscious of its sublime mission.

"The world, even the educated world," says Ernest Carroll Moore, "is quick to see that education is worth doing, but slow to admit that it is worth thinking about!" Because we are still under the spell of the old idea of education as applied to learning; because only here and there, in small groups, or by lightning flashes, are we visualizing the school of tomorrow; because we do not yet insist that teachers know their lesson; because education has not yet been popularized, recognized openly as the one hope of democracy, are we slow to admit that it is "worth thinking about," and a bore he who dares talk about it!

ORIGIN AND PROGRESS OF CONSCRIPT EDUCATION LAWS

As the democratic idea forces its way into government, it is followed by child labor laws and compulsory education enactments. Compulsory education is the method organized society uses in declaring that raw material is dangerous material. Our public educational institutions have become by the slow process of law the factories of citizenship. We know this; we like to say it; educators, statesmen, administrators, but the fact has not yet vitalized society or school curriculum. It lack popular recognition; it lacks vulgar baptism.

So easily do we adopt the habits established by laws that we have almost forgotten the opposition in the early seventies to the passage of compulsory attendance laws in many of the states of the Union. Indeed, it is difficult now to believe that there are states in this enlightened country which are drifting along the stream of progress without such an oar. Among such states are Alabama, Florida, Maryland and Virginia, Georgia and Texas. With Louisiana, Maryland, Virginia and Arkansas but partially covered by such welfare regulations. We have almost forgotten the arguments of protest raised against those educators and statesmen who saw in universal, and therefore compulsory, education the only solution for mutual safety. Democracy, they urged, could never be safe while the masses were allowed to drift in ignorance; potential material such human driftwood for anarchy, graft and government by the few.

Compulsory education regulations were declared by its opponents to be monarchial in origin. People in the seventies used to speak of Prussia as the cradle of the innovation, forgetting that the first compulsory school regulations were made in the United States, in Massachusetts, where the idea of liberty is as dear as that of education. Little wonder that it was there that the two ideas were found to be compatible, enforced liberty and enforced education. As early as the year 1642, there was an order

issued by the General Court of Massachusetts fixing fines for parents and masters who neglected to train their children in **labor and learning,** and in other employments which may be **profitable to the Commonwealth.** Interesting to find that the point which has grown blunted by application was keen and sharp to the makers of the Massachusetts regulations. Children should be drilled into capability, labor, learning, and other employments **profitable to the Commonwealth!** .Raw material is dangerous material where the democratic idea is in the air.

These early regulations not being sufficently explicit, they were followed in 1867 by another order, given below in its original quaintness:

"That learning may not be buried in the grave of our forefathers in church and commonwealth, the Lord assisting our endeavors, it is therefore ordered by this court and authority thereof, That every townshipp within this jurisdiction after that the Lord hath increased them to the number of fifty householders shall then forthwith appointe one within their towne to teach all such children as shall resort to him to write and read; whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general, by way of supplye, as the major parte of those who order the prudentials of the towne shall appointe; provided that those who send theire children bee not oppressed by paying much more than they can have them taught for in other townes. And it is further ordered, that where any towne shall increase to the number of one hundred families in howsholders they shall sett up a grammar schoole, the masters thereof being able to instruct youths so far as they may be fitted for the university."

These two early laws embodied the principle upon which modern compulsory education rests; in declaring that all children should be educated, whatever that may be construed to mean; that the parent or the community must provide suitable education, whatever that may be construed to mean; and that the State may compel the establishment and maintenance of schools and determine what those schools shall give as "education."

With the development of the factory system in Massachusetts in the early part of the 19th century, when children were found to be family assets, further legislation for enforcement of the school laws were found to be necessary, and a factory law was enacted in 1842. Public sentiment was aroused to force a truancy law through the state legislature; and a compulsory attendance law followed in 1852.

Upon these two early laws, amended and strengthened, rests the whole system of modern compulsory education in the United States, Switzerland, France, Germany, England and Japan. Between that early beginning in Massachusetts and the real activity of the compulsory education idea, in this country, a long time elapsed, during which Germany passed universal educational laws, which have been erroneously quoted as pioneers. California passed her compulsory education law in 1874.

For years these regulations had been lagging towards their real usefulness, waiting for a public opinion which would demand the welfare of the citizen-in-embryo for the good of the state. It is not surprising to find that compulsory education laws wait upon child-labor laws to become efficient and effective. Industry had to be organized, to be recognized as the foundation of society, before welfare laws could be passed over the heads of the standpatters. He was a progressive, that ancient who said that, in urging progressive measures, the terms of good and evil should be eliminated. Every individual today has seen in his short span more than one reform, after having met failure as such, sweep to victory as an economic necessity or provision.

One cannot intelligently consider a choice of studies, or proscribed curriculum without a recognition of the significance of that wave which spread over the world in the seventies and early nineties. The inevitable resultant question is whether we are giving to the compelled the desired process, the visualizing of which caused the compulsion laws. We are almost too close to the picture in the making to see it except in detail. One sees vocational training; another the accepted routine of fundamental "culture"; another a cure for child idleness; some see civic education as a part of the whole plan, instead of the all-embracing plan; some recognize it as the plan in which the compelling laws rest and for which they were evolved. A few have caught the thrilling suggestion of the unfinished canvas. Michigan is seeing it when she gives support to those of her school children who need the immediate help more than they need the training at school; Oklahoma sees it when she pays the expenses of the children of widows who would otherwise be crippled by the loss of childish earnings. In different ways, communities are visualizing their debt to the children. We are reaching that distance to the uncompleted picture which shows us that compulsory education makes of the conscripted children, conscripted by the state for the welfare of the state, an army of responsibility. When we see it fully, the picture, we will not so blindly guess at what the children should be taught. They will claim, and be granted, as soldiers of the state, of the great school or civil army, clothes and food; as protectors of democracy, of their own government, they will not be allowed to escape into freer avenues of life without drill in democracy; in self-government, in organization, and in self-control, and the immediate application of the lesson learned to the daily routine called life. As soldiers, they will be taught from the first grade the way to grapple with the forces they must fight; they will be taught to recognize everywhere those enemies of society, of crowds—poverty, disease, crime. The bogy question of the educator: "What can we give the children to **do**?" runs away from the march of those childish, marching feet. Something for every child to do, once we recognize him as the soldier of an ambitious state! Home credits, neighborhood credits, church credits, why not? All assert their claim to the wideawake teacher of the new era who rebels in her routine room, and who has dreams of the lessons of the future, lessons to be learned because the task to be finished waits on the learning!

WHAT IS EDUCATION?

(P. F. Valentine, Supervisor of History and Government San Francisco State Normal School)

There is only one place for highly technical definitions of education. It is not that place which dare not be mentioned. It is the fathomless limbo of books, which is at once the boneyard of sterile scholarship and the seed-soil of potent thought. Out of this limbo let fertile seeds burgeon into trees of knowledge, and drop their fruit in the laps of waiting college professors. Then may these professors disseminate, among minds trained in psychophysical niceties, the technical definitions of education.

Scholarly treatises on **What is Education?** have recently been discharged from big guns out of the entrenchments of learning. These treatises, and the discussions arising from them, are necessary in forming a **rationale,** which shall make our educative process stable, efficient, and purposeful. But I am inclined to think that we are likely to over-emphasize the scientific conception of education, from the point of view both of purpose and method.

It is essential that there be a grand strategy of education, determined by established theory backed up by experience and investigation. This essential need has flooded into our educational life, and threatens to Germanize the system with too much efficiency and not enough inspiration. Between an excess of science and an excess of inspiration, possibly the former is the more safe, but I doubt it. There is a middle road, however. The refrigerated ideals of scientific efficiency ought to be warmed with the breath of life.

I think it was Carlyle who spoke of political economy as the "dismal science." Let me warn you that the science of education contains the elements to make it a dismal one, if we do not keep our minds open to the human side of it. You people have undoubtedly felt, more than once, the cold draught of denatured education; and I don't doubt that many of you are suffering from congestion of the spirit as a result of it. What you need is a good, thick chest protector cut from the warm flannel of humanity.

If you are an employer of teachers I give you choice between these two candidates: (1) A chiseled product of the university, primed with the latest tests and scales; cold, scholarly, and poised. (2) A wholesome woman, loving her work and warm with it; human, helpful, full of belief; simply versed in the common education of life. Which of the two do you choose? You show little hesitation. Number Two gets the job.

I do not mean that Number One is typical, or that Number Two is typical, of any particular course of training. I mean that Number One is instinctively disqualified in your mind because she is not full of the true purpose of education. She might be able to quote you McMurray, Flexner, Moore, and Professor So-and-so, and thus prove that she possesses an **intellectual** conception of education. She might convince you that she is an apostle of the efficiency doctrine. But your heart goes out to Number Two, and your hand holds forth the tempting stipend, because you feel that she is inspired with the true purpose of education, even if she cannot define it.

What we want, then, is a definition such as that which inspires the second teacher.

If our normal schools and college training classes could fill the coming teachers with a clear conception of education as a human service, and could in some degree inflate their souls with the love of it, we should worry about the rest. It is comparatively easy to train teachers in education as a science; it is another matter to fill them with it as a religion.

What is education? If we are to fix it into words, so that these words may set it forth simply, unscientifically, for the information of the teacher as a being rather than in intellect, what shall we say?

The purpose of education is threefold: First, it concerns knowledge; second, certain skills; third, healthful attitudes. And the greatest of these is attitudes.

We want to teach that knowledge which the pupils will find use for among their fellows in the world, and we want to try to teach them how to think intelligently about that knowledge. Intelligence among one's fellows does not mean superior information in schoolish or foolish obscurities. It does not mean a tripping ability to conjugate English or Latin verbs. It does not mean a pedantic stuffing of forgotten facts. It means the comprehension of every-day experience, whether it be the experience of the hand, the eye, or the ear. It means the ability to think in terms of that knowledge with the end of adjusting one's self to the practical situations of life.

We want to teach the skills that aid in the expression of intelligence—skill in writing, skill in speaking, skill in drawing, skill in control of the body and limbs. These are necessary in the work of education if we are to turn out well-rounded individualities.

The purpose of education that I call **attitudes** might be expressed as **ideals**. The trouble with the latter term is that it smacks too much of faith, hope, and charity. I don't mean ideals in any supine sense. I mean upstanding, dynamic ideals of democracy and social ethics. This is the greatest and most pressing need in all our education, and it is the one that the efficiency doctrine finds least room for.

We have got to make Americans that are Americans, and we cannot do so without a very great effort. We have got to overcome prejudices as big as mountains. If we do not in some manner reduce the schools to the service of citizenship as it is defined and demanded by democracy, we are aiding and abetting the corruption of the state.

There are social hates and antagonisms amongst us that are the direct outgrowth of bad education—bad school education and bad education beyond the school. These hates and antagonisms are positively inimical to democratic government and repulsive to Americanism.

I sat behind a man on the front platform of the street car. He was a well fed, expensively dressed individual, filled with a porcine self-sufficiency that shouted at you. In Chicago I would have picked him out as a director of the beef trust. I suspect he had taken a graduate degree in the Chamber of Commerce.*

At a crossing our car struck the platform of another car, causing a little damage. As is customary at such times, the conductor and motorman took the names of witnesses. All of us except the porcine individual readily signed, for we were anxious to exonerate the motorman, who was entirely blameless.

"Why didn't you sign?" asked the companion of the director of the beef trust. "The motorman ought not to lose his job for this."

"I can't be bothered with it," fussed the beef trust. "I can't be pestered by any of that business."

What difference does it make to him if the motorman does lose his job? It wouldn't deprive him of any automobile tires or diamond rings.

I maintain that that porcine citizen was no citizen at all. He was lacking in the very essence of American fellowship and commonality which it should be the purpose of the schools to teach. His education had been wrong, and his attitude was therefore abominable.

A relative of mine works in the office of a certain commercial corporation. The morning after election the boss's right-hand man sat at his desk in disgust. His grouch stifled the atmosphere.

"What's the matter with you?" asked a fellow slave.

"What do you think of your state now? Gone for Wilson!"

"Sure. How much did you lose?"

"Lose! That isn't it. It's the labor vote —that's what did it! It's a fine thing, to be classed with a bunch of laboring people!"

My relative pointed him out to me. Seventy-five per cent of the working people of the state afford finer pictures of physical, spiritual, and intellectual manhood. That was obvious on the surface. And yet that misguided, wrongly educated individual, who probably deserved stripes, thought as he did. I give the experience merely to illustrate an attitude that is commonplace in our life.

With such examples everywhere to prove that antagonism inimical and destructive to democracy exist; and on the other hand bomb explosions and destruction of property to prove that the antagonisms are not all on one side, I repeat that the teaching of attitudes is the most important duty of education. This is more important, more imperative, than the kind of education that can be measured by efficiency tests. But what are the schools going to do about it?

* * * *

THE CONGRESS OF MOTHERS

A few parents of a western city, San Francisco, have been timidly feeling their way "through the darkness that they **know** is green;" pressing on towards the dawn which may naturally be expected to flush a little later in the west! They wanted to be sure that the children of their city were being, not taught, but **given**, citizenhood. Civil government in the eighth grade, yes; but that was not enough for the mothers who had recognized the fact that safe citizenhood is not an individual quality, but a composite quality. Their children, perhaps, knew why they were at school; why it cost them nothing but time; except for that thrilling debt of citizenhood! But that unknown mass of raw material, that fifty or sixty per cent which never reaches the high schools or colleges, but which dares later on to govern us, by votes by laws, by administration? At least, one must be sure that that raw mass knows of the debt to be paid in terms of citizenship!

There had been growing a strong sentiment among the community for civic duty. Citizen committees had been active, stirring up public opinion, prodding the composite conscience. Why it occurred to those parents, why should they not avail themselves of that wave of sentiment to carry their own specialized wistfulness a little nearer the goal of accomplishment?

The Board of Education hospitably acquiescent, a group of mothers raised the money for the printing of several hundred posters and twenty-five thousand cards, all bearing the same message of good citizenship, the lesson of alertness and responsibility; they visited the schools of San Francisco and interviewed the principals, leaving their plea that Election Day would not only be made an inspiring civic day, but that the days preceding be dedicated to the thrill underlying the mandate of compulsory education; they asked for lessons and debates on civic questions and on civic responsibility. They arranged squads to visit on the election day thirty-six schools used now as polling places—and to report on the effect and influence of that change. They wrote letters to the principals of the ten or twelve schools in the outlying district, for there were not enough mothers or enough automobiles inspired with the impatient passion to go around; they got the lists of the school precincts from the city registrar; they telephoned to every woman in those school precincts and urged that woman to vote; and then they visited those newly distinguished schools on election day, and asked questions; the informed "why" of Flexner was active in San Francisco on November seventh of this year! They asked the result of having the polling place in the schools; and they got a little encouragement, and developed a sense of humor. Before they went home that night, those women knew which principals knew "**Why is compulsory education?**" they knew how many women had failed to vote in those precincts; they know that Mrs. X. was in the hospital; that Mrs. Y. had forgotten to register and was now dreadfully repentant; and that Mrs. Z. was only waiting late for her husband to come and chaperone her to that place where her children went every day.

Several principles solemnly assured these vivid impatients that the voting in the school had had no evil, in fact, no visible effects whatever. (**Why** is compulsory education?) That half of the children, those who came in through the far door, did not even know that anything was going on.

A wonderful opportunity missed for anyone who is not a routineer! But that all principals and teachers did not miss this opportunity is proved by the reports which have been sent in to the Congress of Mothers by the lieutenants of November seventh. Several schools not used as the polling place of that district did not wait for such a change in city management to suggest the enrichment of curriculum. One wideawake principal has been conducting mimic elections in his school for the past thireen years; the local, state and national questions have been made subjects of debate and vote. Straw ballots have been cast for candidates. An interesting fact developed: the pupils of this modern school come from every quarter of the city; represent every strata and stripe of civic society. These young citizens represent also a pretty fair composite opinon, so fair that only once in these thirteen years have they missed

*I may, by my language, here betray a little antagonism myself, but that fact only supports my contention.

their guess in these mock elections as to the coming mayor and most important nominees.

One grammar school made haste to utilize the opportunity offered him by the registrar, and his pupils were taken to the booths the first day voting was done in the school. It was a primary; the children were shown the method of voting; were given a lesson on the system of balloting now in use; were encouraged to conduct a mimic election, and since then have cast their straw votes on all of the important issues of the day.

A similar report came from another school which is in the front always waving their progressive banners. On the morning of the seventh, the boys and girls of the seventh grades were taken into the auditorium where the temporary booths were installed, and the method of balloting was demonstrated as a class lesson. Later, the classes debated on some of the civic issues, including the two-platoon system, and a straw vote was cast for the presidential nominees.

Of course, there were some incidents of discouragement. A few teachers and principals felt that their course in civil government covered any possible need of the three R pupil, and regretted the inconvenience of the voting booth. But such instances were rare, and served to increase the zeal of those disciples of the dawning, the members of the Mothers' Congress, who were gathering the reports. It was an object lesson, moreover, to those who covered the precincts; they cry from now on will be "More schools as polling places!" instead of "Why is it done this way?" Not one of the women who staid at the "civic" schools on the seventh who does not know why it were better if every school in her city were used as the balloting place; why the school should come in as an economic and integral factor, on election days and all the days preceding, of the civic life.

* * * *

The doctrine of evolution has taught us to say that education is adjustment to environment, but it is still too often overlooked that environment itself grows, is dynamic, and ever running away from us. Education must not only fit the individual to it, but to keep up with it. It must not only enable him to adjust himself as nearly perfectly as may be, but to readjust himself and keep readjusting himself as long as he lives. Besides, he must do his part in remaking it to fit his own and the needs of his fellows. Like the Athenian Ephebe he must be solemnly dedicated to the task of leaving his country and the world greater and better than they were when they were committed to him. Each one must be trained to pull his own weight and not to prevent his fellow from pulling his; that is, each one must be able to buy his living from society and must not interfere with his neighbor as he buys his, and in addition, each one must by his effort raise the standard of living both for himself and for his group. That he may have inherited wealth or position does not exempt him. His membership in the group requires him to work his way by performing his share of service.

ERNEST CARROLL MOORE.

RUDOLPH SPRECKELS' TROPHY

To assist the Congress in its civic work, and to accent the message of the good citizenship poster which had been placed in every school of San Francisco, Mr. Rudolph Spreckels offered as prizes two silver cups for the best essays to be submitted to a committee appointed by the San Francisco Bulletin, by the pupils of the city schools. Although a large number of principals and teachers were told of the competition, and

Rudolph Spreckels, Donor of the Trophies

the Bulletin ran a story each night for a week, the interest taken was small. Not more than one hundred and fifty essays were received, and curiously at least two-thirds of these came from one school, from the classes of two teachers whose work showed that they were memorizing Dunn's Civics. So good were most of these grammar school compositions that it was a task to decide which was the prize-winner. The High School efforts were meager and poor; the San Francisco High School's output being below the standard of the grammar schools, and the prize was captured by Oakland.

EXCERPTS FROM A FEW OF THE SUBMITTED ESSAYS

It does not matter what a person may do for a living; he may engage in business, follow a profession or trade, he may earn his bread and butter sweeping the streets; he shows good citizenship if he gives the best service he is capable of to the community, if he thinks of what he gives more than of what he gets, if he study how to better his service ,and how to keep in good condition to do his work.

Inez Politi,
Hancock School.

A citizen must be able to understand the interests of the community, must be able to subordinate his own will to the general will, must feel his or her responsibility to the community and be prepared to serve it by voting, working, or, if need be, fighting. The function of the public school is to produce a good type of citizen.

Kathleen Harris,
Horace Mann Intermediate School.

The purpose of the public school of our state is to provide us with an education so that we will become good citizens physically, mentally, and morally; thus we are enabled to give to the well-being of our community.

Huldah Briner,
Spring Valley School.

The state is largely responsible for the health, morals and intelligence of its citizens, and the children are its coming citizens. There is a purpose behind public education, and the reason that the government goes to such great expense in establishing and maintaining public schools is that the course of study should train for citizenship. We must have good citizens to have a good nation.

Audrey Shean,
Spring Valley School.

The ancient Roman was justly proud of the rights conferred upon him, and believed that if he were granted privileges he should render service in return. It was a source of special pride to have been born in a city of historical and numerical importance. St. Paul proudly said: "I am a citizen of no mean city."

The citizen of the United States should glory in the exercise of his privilege as a voter. At this critical stage in the world drama, his lines indeed "have fallen in pleasant places, and he has a goodly heritage." He owes his country not passive obedience, but active service. In time of war, the flame of patriotism is kindled high. Only the meanest coward shirks his duty. Peace, too, issues her call to the colors. A representative government is governed by the people. The right of franchise is exercised by every conscientious citizen.

Ella Murrish,
Horace Mann Intermediate School.

* * * *

WINNERS OF THE TROPHY

The winner of the grammar school cup is Henry Maas, of the Spring Valley School, and his short essay is given in this issue of the Journal.

Jessie Ruth Strathearn of the Fremont High School in Oakland won the High school trophy.

THE WINNING ESSAYS

The Duties of An American Citizen

To be a citizen in the truest sense of the word one must be broadminded, one must vote intelligently, and one must give service to one's country, aside from obeying the laws and keeping the peace.

A citizen should be broad-minded enough to recognize true worth in any candidate, regardless of party affiliations; to think in terms of humanity, and not in terms of narrow party prejudices. His decisive vote should be cast only after he has acquired intelligent information, through books or through competent speakers, upon the questions at stake.

To give service—this might be said to be the citizen's ideal of duty. But service means honest, unselfish working together for good; and dishonest voting, graft, and the so-called service of incompetent officials cannot be said to help the government. The ideal of service which the Man of Galilee gave to the world should be the citizen's ideal. Loyalty, patritoism, what do these words mean without the personal service to back them up?

Therefore, a true citizen's duties should be: first, to be broadminded and tolerant; second, to be well-informed enough on the issues at stake in any election to cast an intelligent vote; third, to give unselfish personal service for the welfare of his fellow men.

Jessie Ruth Strathearn,
Fremont High School, Oakland.
Ethel Swain, teacher.

Henry Maas

Good Citizenship
By Henry Maas

Webster defines a citizen as "one who enjoys the freedom and the privileges of a city." The aim of education is to make one a good citizen, and to become one is the aim of every thinking person.

One cannot be a good citizen and a bad man though one may be a good man without being a good citizen. Unless each citizen is willing to act for the benefit of all, rather than for his own gain, he cannot be counted a good citizen. To be honest and tolerant, to be watchful and well-meaning will make the community in which we live better and safe for others.

Safety is one of the privileges of a citizen. Safety and health because of sanitary conditions; safety from evil doers because of adequate police protection; safety from fire because of watchful fire-fighters; and safety in government through the election of efficient officials. Another of the privileges of a citizen is the free enjoyment of public parks, playgrounds and boulevards. We who have become accustomed to these privileges may forget that they are not enjoyed by everyone. If others before us had not been good citizens we could not today enjoy the advantages we do.

The shirking of public duties is one of the most common acts of a bad citizen. Many are indifferent to the men who are placed in control of a city. It is the duty of every citizen to vote conscientiously on all matters pertaining to the welfare of a city. Many people try to evade taxes or jury duty. This is a crime against the community, and should be looked upon as such.

The "freedom and privileges of a city" mean a great deal, and will mean a great deal more when everybody realizes a personal responsibility in the matter.

The better the citizen the better the government, and the better the government the greater the honor in being a citizen.

Mrs. M. A. Hoogs, teacher.

POLYTECHNIC HIGH SCHOOL

An interesting session of the Parent Teachers' Club of the Polytechnic High School Lincoln Way and First Avenue, was held on Monday afternoon, November the twentieth, when was given a demonstration of modern languages as taught in the Polytechnic High School. Recitations in French, German and Spanish were given with ease and distinction.

The members of the association are still congratulating themselves, and their indefatigable president, Mrs. J. M. Hamill, on the success of their recent entertainment, on October twentieth. The organizers of the affair had a double purpose in view when they arranged the evening: to secure funds for the school orchestra, which is doing such good work under the direction of Mr. Lamp; and also, and more eagerly, to promote the social activity of the school. It is the highly to be commended belief of the officers of the mothers' club of this school that social activity should be one of the aims of their organization; that the school should be the rallying place for healthy amusements, including modern dancing; that if the school give to the students what otherwise they would go elsewhere in search of, it becomes, by virtue of this larger amibtion and activity, a richer asset to the children and to the community. In this, of course, they are upheld by all those who are seriously thinking and talking about schools, and what they might and should stand for. If we give our boys and girls, our men and women moral equivalents of evil, as Walter Lippman has repeatedly said, paraphrasing the famous phrase of William James, we will not have to fight so hard or so frequently the places which offer amusement that leaves a sting or a blemish after the hour has passed.

On the evening of the twenty-fourth of November, there is to be given by the students of the Polytechnic a rendition of Midsummer's Night's Dream. The music will be performed by the school orchestra, and the costumes are being evolved by the students of the art and domestic science classes.

* * * *

STATE NORMAL SCHOOL OF SAN FRANCISCO

On Friday, November the tenth, the Parent Teacher Association of the Normal School held their regular meeting. Mrs. J. C. Handy, the secretary of the club, presiding. Dr. J. D. McAlpin was the lecturer of the occasion, giving a most profitable talk to the mothers on the Care and Preservation of the Teeth, illustrating his address with many charts, pictures, and a few physical examples.

On Monday afternoon, November twentieth, at the Normal School, under the direction of the Hygiene Committee of the Mothers' Congress, Mrs. Edler, chairman, Dr. Harriet Randall Flanders gave a stimulating, suggestive lecture on Postures, and on the corrective work which is being done for children today. Pity 'tis that the life we allow our children to live makes such corrective work necessary. Ellen Key in one of her famous books, comments on the civilization which pauses to give serious consideration of the kind of desk and chair that will prevent, possibly, our conscripts to education from becoming drooked or deformed! The step beyond the consideration of merciful desks and chairs is corrective work for the victims of our civilization. The next step will be the making of such work unnecessary; when it will not be considered unscholarly or lawless for a pupil to leave a prescribed seat. In the meantime, and for many years, indeed, after the modern desk will be viewed as a sort of Iron Virgin, we must rely on just such work as Dr. Flanders outlined.

* * * *

McKINLEY SCHOOL

A gala day was it Wednesday, the fifteenth of November, at the McKinley School, when the Mothers' Club installed in the school grounds the basket ball and other apparatus for outdoor play. Miss Gallagher, the principal of the school, had the pupils merrily absorbed in their supervised play when the members of the Mothers' Club arrived for the regular session and a half-hour was spent in reviewing the "work that is play." Later, the members adjourned to the auditorium, where Miss Gallagher made a graceful speech of appreciation for the cooperation of the "McKinley mothers." She was followed by Mrs. George Wale, who spoke on "Backyards, and a wideawake motherhood." The program closed with the awarding of the monthly prize, a picture, to the class which had contributed the most imposing number of mothers to that meeting.

THE SECOND DISTRICT CONGRESS OF MOTHERS'

The second district Congress of Mothers were hotesses recently at a luncheon held in Masonic Hall Berkeley.

Three hundred and twenty-five women responded to the invitation, surprising even the organizers of the affair, who were forced at the last minute to change the place of meeting in order to accommodate the unexpected number.

Following the luncheon, informal talks were given, the speakers being the mayor of Berkeley, Mr. Irving, Mrs. James, the superintendent og schools of Berkeley; Mrs. Robert Moody of the Civic League; Mrs. Gibbs, past president of the Berkeley federation, and Mrs. Marston.

Mr. James dwelt on the advantage to teachers of association with the mothers of the Parent Teacher clubs, and of the cordial relations between the clubs of Berkeley and the Board of Education. Mrs. Gibbs, who is a member of the board, commended the tactful work of the Congress, and of the growing feeling of reliance and confidence of Boards of Education with the work of the women of these cooperative organizations. Mrs. Moody emphasized cooperation as the most important factor of civic life, and called attention to the enlarging citizenship of women. Some interesting facts were related by Mrs. Marston, who commented on the significance of a few figures. A year ago there were but two "Congress" districts in California; today there are seven, one having been reecntly formed in Kern county, and another in the Sacramento valley. Three years ago there were eight thousand members of the Congress of Mothers in the state; today there are twenty thousand. Mrs. Marston reminded the members that the work of the Congress was Child Welfare, and appealed to the pride of California women that California led in child welfare activity.

* * *

PRESIDENTS' MEETING

At the call of the president of the San Francisco District Congress of Mothers, there was held a conference of the presidents of the various mothers' clubs of San Francisco, on Wednesday, November 15th. Mrs. A. L. Whitman, the president of the Second District Congress of Mothers, was the speaker of the afternoon. Her topic was the scope and province of the work of the mothers' club. She was followed by Mrs. Richardson, who urged the support of all the clubs represented for the compulsory physical training bill. Others present also spoke in favor of physical training as a necessary part of prescribed school curriculum.

* * *

SPRING VALLEY SCHOOL

On Friday evening, December 8th, in the auditorium of the Spring Valley School, at the meeting which has been arranged by the members of the Spring Valley Mothers' Club, the other half of parenthood will be entertained. On that occasion, the Rudolph Spreckels' trophies, offered for the best essays on "Good Citizenship," will be awarded. Dr. George M. Stratton, of the University of California, will make the presentation address.

* * *

REDDING SCHOOL

The cooperation of principals and teachers and officers of the Parent Teacher Club resulted in an afternoon of exceptional interest on Tuesday, November 21st, at the Redding School, Bush and Hyde streets. The program was offered by the children, being more in the nature of an exposition of their class work than a prepared program. Songs and recitations were enchantingly rendered, and especial interest was shown in the work of the history class. The little tots have been studying their United States history, and an efficient teacher called in the aid of dramatic work to impress upon the minds of the children the picturesque facts of those early days. A short play in three scenes was given by the children, the only properties used being sheets of black paper, made into colonial hats for the boys, and sheets of white paper made into kerchiefs and caps for the girls. The first Thanksgiving by these pious Plymouth people was enacted by the young folk of the history class in a way that helped them to visualize the dangers and hardihoods of the founders of our country, and will be an enduring memory.

* * *

MISSION HIGH SCHOOL

The pupils of the French department of the Mission High School have arranged a splendid program for their "French Evening," on November 22nd. Among those on the program are Mr.

F. H. Clark, the principal, who will start the happy ball rolling; Francis Favares, Chang Lee, Edna Horan, Marjorie Scott, Katherine Corvino, Gabriel Dalmon, Julius Salvotti, Florence Denny, Eugenie Lacoste and Lucy Campbell.

* * *

DENMAN SCHOOL

The regular meeting of the Parent Teacher Association of the Denman School, Hayes and Pierce St., was held on the afternoon of Thursday, November 9th. The pupils of the seventh and eighth grades gave the program, closing with original verses which had for their theme Thanksgiving Day. On December 15th the club will have its Christmas tree for the school.

* * *

FREMONT SCHOOL

The Mothers' Club of the Fremont School, McAllister, between Broderick and Baker, met on Friday afternoon, November 3rd. Mrs. Mark Newman was the speaker of the occasion; her topic, "Organization." Miss Moran contributed a vocal solo, and Mrs. Joseph Licht a recitation.

* * *

EMERSON SCHOOL

The regular meeting of the Emerson School Mothers' Club was held on Wednesday afternoon, November 1st. Miss Edith Hecht gave an illustrated talk on England.

* * *

BRYANT SCHOOL

The Mothers' Club of the Bryant School, Mission street, between Twenty-second and Twenty-third, have another triumph to their credit, their recently given dance and whist party having reaped profits, as well as entertainment. Another entertainment is being arranged, a Christmas tree for the pupils and the teachers of the school being now planned by the energetic group of mothers which make up the Bryant School Mothers' Club.

The next regular meeting of the club will be held on Thursday, December 7th.

* * *

At a meeting of the Legislative Committee of the Los Angeles Principals' Association, held October 21, 1916, the following motions were presented:

(1.) That the plan of the committee be to concentrate all efforts on the financial questions relating to elementary schools, to obtain (1) an increase of State and County support, and (2) that the power of local boards to tax districts be increased.

(2.) That the Legislature be asked to pass a bill authorizing a fifteen cents tax to be levied by the trustees of any district; the same to be used for building purposes.

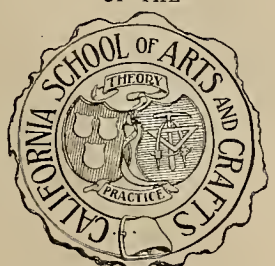
(3.) That a bill to the Legislature be advocated asking that at least $25 per unit of average daily attendance be allowed for elementary schools; the same to be levied by the Board of Supervisors.

(4) That the question of a convention for elementary school principals be discussed at a joint conference of the Legislative Committees, to be held November 10, 1916.

R. D. WHITE, Superintendent of Schools, Glendale, Chairman;

MRS. NELLIE I. Potter, Secretary, 36th St. School, Los Angeles.

THE SPRING TERM OF THE



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THE SPEECH WEAVERS

THE SPEECH-WEAVERS' SCHOOL

Said a woman on her return to San Francisco after several years spent abroad: "What happened while I was gone? What happened to the telephone service?"

Nobody knew what had happened to the telephone service. Things were about the same, were they not? The same conveniences; the same annoyances; relief plus the rasping. In order until you vitally need it, and then it breaks down—like an automobile when you are in a hurry for the train. Makes one remember the rhyme: "Is happiness with drawbacks best, or grief with consolations?"

But the girls? For something had surely happened to them. A traveler who had missed the gradual transition, met the change full front. There had evolved a telephone voice; a telephone manner. "Thank you. Will you excuse it, please?" Such things do not just happen with a force of two thousand girls. A good deal has to be done to make them happen; to turn each voice which used to rasp, and send curt answers over the wire, into the cheery tones of a Pollyanna.

"Where is it done? Where are they drilled? For they are drilled. Every time I forget my manners or lose my patience their civility makes me feel like a rough brute. There is a school for telephone girls. I know it. I have been watching them at the hotel stations; at the ferry, and talking to them. There's a new class of girl now. I'm going to discover that school some day," announced the traveler.

She discovered the school, and more than the school. Her discoveries carried her to the great central offices, fifteen there are in San Francisco, the factories they might be called of our daily, unrecorded experiences. All of these we take as plain facts, ordinary conveniences, yet each detail is a romance of industry, each factor would have made a fairy-tale to the boy of yesterday. The mechanical part is a fascinating maze of intricate weaving—all the tragedy and joy of life pulsing through the maze, through those hundred of gaily insulated wires bound into ropes, piped underground, carried through the air, and preserving the individuality and integrity of the thousand unheard voices—intriguing all of it to anyone with an imagination above clam level, and yet the traveler's chief discovery was that the object of romantic interest was the girl herself who sat facing the checkerboard, the weaver of speech. Her impressions of the "Hello girl" vanished. This was a professional young person, the long line of her, sitting on her twirling stool, her feet resting on the long rod, or relaxing, to the separate "stations" of the mercifully evolved stool. There was no nervousness; neither was there hurry. Speech weaving was no longer an intermittent, lightly regarded "job." What had happened to change all this?

Perhaps, remotely, the picture of the Weavers of Speech had something to do with it. You cannot see the picture without a thrill that changes forever your estimate of the duties of a telephone operator. The hands which spin out your threads of fate become romantic hands, once you have thought of them that way; the fingers which spin connections—factory with mahoganied offices, stock exchanges with a luxurious lounging room, clubs with my lady's bower—do they suggest no claim to your consideration?

Perhaps pyschology, James Munsterberg had something to do with it, with this change in face and manner and composite service. A college graduate came out from the East to fill a place in the "school." He had imagination; he had ideas about those fingers; the part they played; and the way they might play it. He suggested an enrichment of the course, the one-month course in the school, where the girls learn to make connections, learn their new vocabulary, their new definitions; local geography, and courtesy, the strict courtesy which is required by the Pacific Telephone and Telegraph Company.

Psychology sounded "highbrow" to the girls. He suggested reading a little of it to them; he tried them out on that famous chapter on "Habit."

Was that psychology? That wasn't at all what they thought psychology was; that was about themselves; just what they thought about, not so clearly, but things like that ran in their brain. Wonderful how much he knew what telephone girls are thinking about! So psychology went into the course of the telephone girls.

Perhaps comfort has a good deal to do with it. There is comfort in the first room the girl enters, perhaps timorously enters, unless she knows about the comfort awaiting her, and the consideration. The room where she must write her application is attractive, full of cheer; like a home room. The "principal" is a cordial, happy-faced friend. After the physical tests, and the tests of memory, of concentration, are passed, there is a visit to the girl's home. Is she comfortably situated? Is her home too far from a carline to make a trip at ten o'clock at night safe for the unescorted girl?

We have acquired the habit of using the name of Ford whenever we speak of welfare work for employees. Other employers are using with success similar methods. The telephone company finds it a good investment its personal, kindly investigating work; it finds it pays a dividend in cooperation and result, the airy, prettily furnished sitting rooms, the generously "couched" silence rooms; the motherly attendants or matrons, who minister to a sick headache or sudden onslaught of "grippe"; the carefully provisioned, low-priced cafeterias, and, incidentally, the lunchroom of the several central offices are the only places where the high cost of living has not penetrated; the kindly supervision which inquires into habits of gloom, or causes of pallor, the employees pensions and disability benefits. For a girl cannot work for the Pacific Telephone and Telegraph Company without a comfortable surety of reward for length of service or insurance against accident.

More than any of these contributing causes, more than the shelter and the care, the consideration and the comfort, does the sense of progress give to the daily work of the telephone operator the distinction of a new profession. The four weeks' course at the school, where a girl is paid a salary during her apprenticeship, does not end her course of study. That is continuous. What college is to the High School, what the High School is to the Grammar School, is the Central Office of the telephone company to its "school" for apprentices. The course is a regular one, not yet as fixed as a college course, with its freshman, sophomore, junior and senior years, though its terms are becoming fixed by the law of general averages. From the apprentice class the girl passes, escorted at first by a watchful teacher, into the Central office. She is not long there as an operator, passing gradually out of the class of strictly supervised girls, before her ambition is fired to become that wonderful being, the capable, authoritative young woman the professor of that classroom, the chief operator. Between herself and that emancipated creature stretch, the law of averages tells her, several serious, faithful years. Only one girl has made the course in three years, and that efficient young woman could distinguish any position she would assume. There are other things, too, besides time between the checkerboard operator, the speech weaver, and the chief operator; i.e., experience; grades; promotion. She must first be a supervisor, and then chief supervisor. She must earn the recognition of her "professor," and then of the college "president," the courteous gentleman in his

mahoganied office; she must become a name before she can earn her coveted degree.

And during all this period of advancement, she is watched and cared for and guarded. She is coached, perhaps daily, perhaps yearly, by the "monitor" who can "plug in" unannounced on a girl who needs watching, whose manners are falling short of the standard set by the Telephone Company. Any day, she herself may be summoned as her shift goes off: "When West 230 repeated her number for you, you forgot to say 'Thank you!' You want to keep up the standard of this room. Don't you? You will remember next time; I know you will."

Safer than stores and offices, safer than factories, the Central office. Small wonder that girls are turning from stenography and clerking to the sheltered profession of the speech-weaver. And what store or office building has put aside for its clerks and stenographers a sitting room with pianos and always two telephones (and that's another story!), a silence room, and a cafeteria where you can get a slice of roast beef for three cents, a baked apple for three cents, bread for a cent, butter for a cent, soup for two cents?

The welfarer workers of the company made a curious discovery. The strain which popular imagination puts on the nerves of the telephone girl does not exist. Not as the social woman or business man knows it. It is the man at the end of the wire, whose fortune depends on that perfect connection, whose nerves are frazzled; it is the woman whose margin is packed with contradictory engagements, she it is whose nerves are tattered. Where does the average telephone girl go directly from her telephone perch?. Straight to a telephone. Two telephones in every rest room of the Central offices, and those always busy with the social prattle of the released operators. A fearful nerve strain, the life of the telephone manipulator? Then explain those pre-empted phones, any Munsterberg!

The "president" of the telephone "college" has to spend much time adjusting the shifts. Because his students are young girls, most of them, they are not given the late hour "tricks" as the four-hour shifts are picturesquely called. Older women are given the quiet hours. Two "tricks" make an operator's day. They do not always come together. The "split trick" is given as a matter of choice, and choice is based on seniority. Psychology has something to say about variety as well as habit, and the girls understand the value of change. They have discovered beneficences in the split trick, with its compensation of extra salary, which pays, more than pays, the difference in carfare if they choose to spend the time of the intervening shift at home. The intervening shift, they have discovered, eases the muscles, as does the mid-shift period of standing when the standing bell sends them all from their stools for a period of stretching.

Do you know how many times San Francisco asks the time of the day? The girl at the clock will tell you. Fifteen thousand times a day someone takes down the receiver and asks, "Time, please." Fifteen thousand times some operator "plugs in" to the line of the girl at the clock, and hears her regular pulse-like voice beating at eternity.

There she sits, facing a clock. The welfarers of the company recognize here a concentrated strain. Only twenty minutes does she sit there, for she is a composite, this girl at the clock. Her duty to tell the time, and to keep on telling it. Two o'clock; two o'clock; two o'clock; one minute past two; two-two; two-two; two-three; two-three; two-three; and on and on, telling time to unseen space, throwing the minutes away into eternity; her voice heard by the operator, but never by you, unless you stand right beside her, this inscrutable, rather terrifying girl at the clock!

Once Kipling heard someone say: "Romance is dead. Gone with the postilions, and the coaches, and the gay Lochinvars. Steam engines, railroad tracks have murdered it." And then he wrote his great refutation—

> I sent a message to my love,
> A thousand leagues and more to her,
> The dumb sea levels thrilled to hear,
> And lost Atlantis bore to her.

One cannot help but think of his refutation when before a large reproduction of the Weavers of Speech, or when underground where the tangled wires pass upward towards the weaving fingers of the girlish operators. Or, where they sit, the weavers, their quiet backs to the room, as their steady fingers manipulate the plotting and the dreaming, the loving and the hating, the gambling and the losing; all the thrills from birth to death, these speech-weavers put into the fabric of daily life as they connect Somewhere with Somewhere Else.

One can understand how the system becomes an entity, an organism; how it nerves itself towards a civic emergency as though one-spirited, one-minded. As a runner nerves himself towards his test, the entire system works up its endurance. Works up, and then with the same silent unanimity relaxes towards the rest. "Uncanny, but it's true. Anyway, it's worth saying 'thank you!' for." This was the explanation of the note of thanks from the "president" posted in each Central office after election day, when each telephone in San Francisco was rung at least five times to know if its owner had voted, and if not, why not?

The visualizing of the system as an organism becomes compelling, inevitably, to the manipulators of its details. As the day bustle quiets down, the organism sinks to an occasionally interrupted sleep. Towards morning it stirs, moves sleepily awhile; creeps out yawning, stretching. Refreshed, it attacks the day's activity, keeping the speech-weavers busy with its tattle and its prattle and its buying, until the noon hour sends it towards its siesta. Then the short, intensive activity of the afternoon; the eager sociability of the evening, all bells ringing, all fingers kept jumping, and at last the sluggish night once more. A composite, highly organized creature, to be tended, and watched and obeyed.

Romance dead? No material for poet or story-maker? No thrill in the new profession of the Speech-Weavers?

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The Beacon News Column

Shall phonics be taught; if so, in what grade; and when during the year should they be taken up? was a favorite theme for discussion at the Elementary Section Meeting of the Washington Educational Association recently held in Spokane.

To the casual observer it was quite evident that most of the opposition to the teaching of phonetics, i. e., to giving the child the pass-key to unlock the door very soon after he first enters school, came not from the first grade teacher actually engaged in the work, but from the theorist, who has filled himself up on pedagogical and psychological clap-trap on the subject of teaching reading—written by theorists who probably never taught a day in their lives or, if so, never in a primary room.

The theorists, however, were in trouble, because they couldn't agree as to just when children are properly "motivated" for the use of the phonetic keys to unlock the doors. Some thought the last half of the first year to be the proper time for the delivery of the key, while others favored the postponement of the transaction until the third year.

To the listener it seemed that to postphone the giving to a child of the few phonetic facts found in the Beacon Method until the third year is like closing the barnyard gate after the horses have escaped.

Anyone observing a first-year class use the Beacon Method cannot help be impressed with the joy the children get out of the power to read new words which the Beacon "helpers" give them. Children love stories and story methods, but they love the power to read the stories themselves best of all. The use of the Beacon Method gives them this power without imposing upon them unnecessary machinery.

A letter just received by the publishers from a Santa Cruz teacher is quite to the point—

"Most of my little second graders have had the Beacon Method from the beginning of their school work and I can see a great difference between their reading work and that of some pupils who were started in other schools by other methods. Perhaps you may be interested to hear about five of my second A youngsters who did such good work in the first grade that they skipped the second B and and are doing as good work as any in the A. The second A is going to do second A, third B and third A work this year, if possible, so these five pupils will gain a year of school. I feel that the reason they are doing this so well is largely due to the fact that they are so well grounded in their reading, by the Beacon Method."

The children in Santa Cruz and in nearly every other city in the United States are "motivated" so far as reading is concerned before they go to school.

They WANT to learn to read. That's what they go to school for and the sooner they can read the better.

With THE BEACON METHOD 80 per cent of the mechanics of reading can be mastered by Christmas, if desired, and to the children the whole thing has been a game and lots of fun if properly taught.

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HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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Editorial Notes

Big Business

The business of education is by far the biggest business in the United States. At least twenty million of people are engaged in it as students, teachers, administrators, janitors and salesmen and publishers. Is it not, therefore, important that a natural survey be made in search of truth; and that we answer intelligently. What is education? The subject is of tremendous importance. It is the human question. The super-human alone is of graver importance. Teachers will find plenty of material in this issue, especially in the department of "Reconstruction," for meditation, and for aggressive thought.

* * *

A Big Idea

The retirement salary act provides for teachers to rest and perhaps rust after thirty years of service in teaching. The Carnegie Pensions provides for compulsory retirement at the age of sixty-five. The thought of age, retirement, mental and physical incapacity at any age is wrong. While we are not preaching the doctrine of Christian Science, we do want present the elements of the mental thought of a fixed limit when a teacher, or any one else, will be incapacitated for work. The incapacity is aided by the thought. Just the same as hay fever comes at the day and hour that the patient wills, even six months in advance. There are some Boards of Education that will not consider applicants over thirty-five years of age. While from real actual value of teaching, a board of education should consider itself fortunate to be able to appoint a successful teacher of ten or fifteen years experience. All rules are the foundation, not of progress, but of mediocrity. Standards for weights and measures are necessary, but standards for teaching, for progressions of any kind, are for those who work like machines. Rules and regulations, therefore, of a retirement act, should have all the elasticity possible. There should be many exceptions to the rules. We, therefore, advocate that a wise retirement law would provide for the retirement, at option of the teachers, after twenty years of service, for two or more years, with the understanding that after a few years' rest and recreation, and perhaps study, that the teacher again take up the work of teaching. In this way, better service can be rendered the State, and the twenty years from fifty to seventy may be the most useful of the career. Some one says, "Oh, we must retire teachers at fifty in order to make room for the yuong graduates from the State normal schools." No. If there is a surplus of teachers let us turn some of our normal schools into domestic science schools, to train cooks, wives and domestic servants.

Books

The Free County Library system which has been promoted with such efficiency by Miss Eddy and Miss May Dexter Henshall has taken the dust off the school library books and made them of great service to the rural communities. No movement for improved conditions in school districts has been able to create so stimulating an influence as the Free County Library. Some changes are needed in the law, but certainly the work of the Free County Library has brought practical results.

Too Late

In the October issue of this Journal we paid a tribute to John MacDonald, the witty and clever editor of The Western Teacher of Kansas. We thought, when we wrote of him, "How much better it is to praise the living than the dead," but, alas! John MacDonald was dead when our Journal reached his desk. Perhaps he will read the tribute by starlight. John MacDonald was sure some man, and edited his Journal without the aid of an advisory board of editors. This last sentence really means something in this day of organized, dependent and systemized editorial standards.

* * *

More Money for Elementary Schools

The elementary schools, in order to meet the requirements of the junior college, the high school, and the demand for preparation for life, must have more money. The money should be largely spent on the salary of the teacher, school grounds, and equipment. The local communities are as a rule spending sufficient on buildings. There is a great economic waste in the construction of buildings for school purposes, unless great care in the construction of buildings is taken. The elementary schools need more money. The local districts have been generous. The counties are generous. The State Fund is weak. It should be strengthened. It is the business of the State to furnish funds when aided by the local communities.

* * *

Another Convention

The Superintendents have their Annual Convention. The High School Principals have their Annual Convention. These conventions are provided for by law, and are not a voluntary association of education for their personal benefit, but for the benefit of the State. How much greater though is the need that the elementary school principals have a convention for the consideration of the needs of the State for the education of the elementary school children. A law will be introduced at the next session of the legislature. F. M. Lane of Fresno started the movement a few years ago. It has now crystalized into action, and the next session of the legislature will probably do for the elementary principals what it did for the high schools and superintendents in 1914.

* * *

A Liberal Policy

The Board of Education of Los Angeles, Cal., has adopted the following policy:

(a) "Leaves of absence may be granted on account of sickness, matrimony or maternity, or for the purpose of rest and recuperation, of study or travel, or of teaching in some other school system, and not beyond the 30th day of June of any year."

* * *

Consolidation of Rural Schools

Superintendent Lindsay of Fresno Country has provided an ideal rural training school for the Fresno State Normal School. It is a model in every way. Dr. E. P. Cubberley made the dedicatory address. He made the statement that consolidation would increase the efficiency of rural schools fifty per cent. Is he right?

* * *

School Architecture

We are approaching an era of new school buildings. There has been much economic waste in the past in the construction of school houses. We have arranged to have a department each month, beginning with December, devoted to the vital problems of school architecture. W. H. Weeks, who has made a special study of school architecture, will conduct the department. Send on your questions about heating, ventilating, sanitation, blackboards, cost of construction, arrangement of rooms, material, etc., etc. Address questions to Harr Wagner, Editor, 770 Mission Street, S. F.

* * *

Wm. MacDonald, a member of the County Board of Education for many years of Alameda County, died November 19th, 1916. Itis reported that his death was hastened by the charges filed against him by the Alameda Grand Jury, and which were later dismissed.

* * *

GOOD ROADS AND THE SCHOOLS

The State has voted fifteen million dollars by a vote of four to one for new boulevards. Many counties have already provided or will in the near future vote bonds for additional boulevards. This is the era of road building. Governor Gillett initiated the movement. Governor Johnson's administration has built miles of State boulevards. The schools are interested because it means consolidation of poor districts in some neighborhoods and improved conditions in others. In beautiful San Mateo county a system of new boulevards have been completed. The school children had a part in creating the public sentiment. Senator-Elect M. B. Johnson of Montara, who was elected without any opposition in San Mateo, San Benito and Santa Cruz counties has devoted almost his entire time the past three years to creating public sentiment in favor of good roads. He suggested through this Journal, that teachers have pupils write compositions on the benefit of good roads. This was done in San Mateo County, and it worked out successfully. First it was an excellent subject for training the child to observe local conditions and needs. Second, the pupils brought home the best arguments to the parents for good roads. Senator M. B. Johnson has had his office in connection with the Western Journal of Education for the past fourteen years, and in addition to his practical knowledge of road building will be a safe and sound advocate for legislation for elementary and secondary schools. Trustees and teachers should lead in the creation of public sentiment for civic betterment.

EDUCATION NOTES.

Selden C. Smith, of Ginn & Co., left for his annual trip to Boston, Mass., on November 19th.

* * *

Miss E. M. Willis, of Milton Bradley Co., is representing the house in Arizona during November. Miss Willis is doing a splendid service in supplying the primary schools and kindergarten with necessary aids and helps.

* * *

Dr. Frederic Burk has been appointed by Mayor Rolph as one of the committee to arrange for the Civic Celebration on Christmas Eve.

* * *

The new building of the State Normal School, Fresno, Cal., was dedicated Friday afternoon, November 17th. C. L. McLane, president; Governor Johnson, President Wilber of Stanford, and Dr. York of Berkeley, were the principal speakers.

* * *

A. H. Chamberlain, editor of the Sierra Educational News, attended the Nevada State Teachers' Association, held at Winnemucca, Nev., November 12th to 15th, 1916.

The Bay Cities Physical Education Association met Friday, November 3rd, at 8 p. m., Oakland, Cal. An interesting program was rendered.

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"I read it with my nine-year-old boy; we enjoyed it."—Roy Cloud, County Superintendent, San Mateo County.

"An exceedingly interesting book."—Miss Selden Sturges, Principal Emerson School, San Francisco.

"I tried it on my four-year-old niece. I confess I enjoyed it as much as she."—A. J. Hamilton, Principal of Washington School, Berkeley.

"The children enjoy it very much."—Mrs. N. A. Wood, Principal Franklin School, San Francisco.

"It gives pleasure to both teacher and pupils."—Miss T. T. Spencer, Principal Emerson School, San Francisco.

"It is instructive and holds the deepest interest of the children."—Miss Fannie Martin, Principal Marshall School, San Francisco.

"It stands in a class all to itself."—H. C. Petray, Principal of Grant School, Oakland.

"The children are delighted with it."—Miss B. J. Barrows, Principal Hillside School, Berkeley.

"Has afforded great pleasure to my boys and girls."—Mrs. I. M. C. Smith, Principal Palmetto Heights School, Sacramento.

"A very desirable addition to our school library."—J. B. Monlux, Deputy Superintendent of Schools, Los Angeles.

"Delightfully written and highly instructive."—A. C. Wheat, Assistant Superintendent Los Angeles County.

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PRIMARY READING

(Excerpts from a lecture on PRIMARY READING given at the Mendocino County Institute at Ukiah, Cal., by Lillian O. Heilman, Primary Supervisor of the Eureka Public Schools, Cal.)

Reading, Reading, How many crimes are committed in thy name! Listen to the six-year-olds. "See—me—play—ball!" "I—can—play ball!" Each word pronounced as you would pronounce a column of words. A second grade youngster may say them a little faster, and perhaps with a little more expression, aided by the teacher helping him out occasionally when he doesn't know the word, by saying, "Class, tell him." I'd like to put those three words a thousand leagues under the sea. Or maybe you'll hear the teacher say, "Johnnie, don't hold you book that way, and look up at me and smile." And Johnnie looks up and smiles (?). But what a smile! A silly, simpering, stretching of the mouth that means nervousness rather than pleasure at the terrible task of reading. * * * etc., ad infinitum, ad nauseum.

What are the reasons for such "saying of words?" Such a travesty on Reading? Because you don't care enough to do things differently than you were taught, because it's so easy to stay in a groove. The only difference between a grave and a groove in in the depth! Sometimes we're in such deep grooves we might as well be in graves.

If you desire good reading hard enough, you'll get it. If you desire good Arithmetic hard enough, you'll get it. If you desire good results in Music HARD enough, you'll get them. The subject you like the best, you unconsciously desire shall have the best results.

Another reason is a lack of knowledge of a good method or methods of teaching Reading.

Now, what's the remedy? Here's the remedy:

First, Dramatization. Dramatize the simple stories in the Primer. Dramatize your songs. Use the spirit of play. Why should you expect babes who have played and have been free little animals for six years to come into a room and sit perfectly still the first week of school while you "take off the lid and pour knowledge into the tops of their heads?" Use their instinct for make-believe. They ARE the characters for the time being, and the chair may be a throne, an engine, a train, a cave, a palace, What not? Dramatic interpretation may be applied to all of the work of the classroom—a vital spark of life dropped into the lap of formalism and routine. All work which is imaginative, constructive, and vivid, is dramatic. Dramtic work enriches experience, relieves formality, reduces restlessness, and establishes a reciprocal attitude between teacher and pupil. It vitalizes the reading, chases out self-consciousness. It organizes the imagination, seizes upon essentials through the enforced limitations of time and space, and sets free a sense of humor out of which will grow a sympathetic philosophy of life.

Another part of our remedy for poor reading is story telling. Too much cannot be said of the great importance of telling stories to children. So many books have been written on the subject that one needs but to study a few of the best to gain much help in her story telling. I wish to emphasize the importance of much story telling as related to the gaining of the reading ability of the child. I feel that it has an important bearing upon the awakening of the child's desire for more independent reading upon his own part. Reading to children, and telling them stories adapted to their age and understanding are two most important factors which must under no circumstances be neglected. It has been well said: "What you make a child love and desire is more important than what you make him learn." It is as he loves noble English that he will use it; it is as he cherishes the books read to him that he will desire others of similar character; it is as the reader's and story-teller's enthusiasm puts life and forcefulness, or cleverness and daring into the pages read, or the stories told, that they will captivate the emotions and stimulate him to imitation.

The third part of the remedy is Memory Work. I am an ardent lover of poetry myself, and I trace part of the reason for it back to one teacher in my school days who taught us much poetry. Some of the highest inspiration and greatest comfort in troubles, have come to me through the poems I have memorized. Let me give you one of the poems we like very much:

Once on a time in far Japan,
There lived a busy little man,
So merry and so full of fun,
That people called him Indoor Sun.

Now Indoor Sun made mirrors fine,
Like those in your house and in mine,
And in these looking glasses bright,
His own face saw from morn till night.

It made him feel so very sad
To see his face look cross and bad,
That he began to take great care
To keep a sweet smile always there.

And soon he found that those he knew
All seemed to like him better, too,
For like the mirrors, everyone
Began to smile on Indoor Sun.

Now try this just one day and see
How bright and smiling you can be,
You'll find both happiness and fun
In playing you're an Indoor Sun.

The next part of the remedy is reading TO children. There is not enough reading to children in the primary grades. A child should be read to every day without being expected to make any return. Spoken language is acquired by such means. One is willing to talk and talk to a child long before he is able to answer with a spoken word. The child understands although he says nothing himself; he is collecting the material of speech, storing it somewhere, and some time he will surprise you with his accumulated possessions. Reading has this nascent period, too, and a child should have the opportunity to follow with his own book in hand a good reading of familiar stories again and again, that the printed symbol, and its oral expression, may be unconsciously identified. By such a method, a child gets technique, and the thought expressed by it, without too much conscious focusing on the technique itself. He will become accustomed to read as rhythmically as he talks without stilted or forced expression. Six or eight minutes given to this practice every day will increase the desire to read, give conscious models for imitation, and train the class in attention. The reading lessons are apt to go ahead of the child's power—we are so impatient of progress, so jealous of time. We lay too much stress upon the number of pages covered, too little upon the desire awakened and the taste acquired.

Children should be allowed time at least once a week for undirected reading—save as to a suggestion of what to read—time to read with no thought of reproduction other than a voluntary one; they should have time to read for mere delight, to form a reading habit, and to establish reading tastes. Each one of my grades, 27 rooms in all, has a library, formed of books that have been sent as samples, some donated, some purchased for that purpose, and when a child has finished his allotted task, he is allowed to go to that library, select a favorite, and read for the balance of the time given him. Sometimes they take them home to read to their parents. I believe in using every device possible to foster the taste and habit for good reading.

Now we have dramatization, Story Telling, Memory Work, Reading to Children, and Libraries for much silent reading, but that's only half of the remedy for poor reading. The teacher must have a good working knowledge of the mechanics of reading. And there are methods and methods! Find the method that to YOU is the simplest, easiest, most scientific and psychological, and that for YOU gets the best results, then USE IT. I don't believe in knocking any method. You'll never hear me do it, but I believe in using the best in any or all, as it best suits my plan, always being careful not to "carry too much baggage." Some place much emphasis upon the thought of the reading, claiming that the mechanics of reading need not be emphasized unduly. Others that the mechanics must be thoroughly mastered before much stress is placed upon the thought of the reading matter. Let us remember that artists in sculpture and painting must go through weary days in mechanical work in order to give the world their thoughts. Fine musicians will tell you of years of technical drill before they can interpret and render the inspiring compositions of the masters. * * * Words are like our eyeglasses—they are of greatest service when we look through them, not at them. The printed page must ever be like a glass which we do not see, but through which we see thought.

When your superintendent visited our schools in May, she said: "I wish you would come down to our Institute and tell my teachers what you are doing up here." For that reason, I shall explain to you the phonic method we are using in Eureka, the Beacon method. When I first saw the Beacon charts, I made fun of them. The idea of calling no, no, or we, we, and of putting the vowel with the initial consonant! I refused to have anything to do with it for some time. But progress is not made by the people who are unwilling to examine new things, and use them, so I finally decided to investigate it. I did so, felt it was the thing I wanted, and began to use it. It is so simple in its presentation of the phonic facts, so logical, so psychological, so pedagogical, and so scientific, and because it is all of these things, gets the results. As Dr. Klapper says of the method, "The Beacon readers seek to avoid the aimless work of a content method that neglects mastery of phonics and the weary grind of a pure phonic method devoid of content."

In answer to the question, "Why do you combine the vowel with the initial consonant?" I would say, "Because the child will recognize the word that is pronounced slowly with no other sounds inserted, and by pronouncing the word, "er-an," or "bu-at," or "der-ill," or "ter-ain," he is confused by the multiplicity of sounds, while ra-n, ba-t, dri-ll, trai-n contain absolutely no other sounds except the necessary ones. The child is not burdened with so many families, consequently has little "baggage" to hinder his progress. * * * Don't forget that phonic methods are not methods of teaching children to read; they are methods of getting them ready to read. * * * In a scientific analysis made of 2396 words used by second and third grade children, the following was discovered:

Total number of words analyzed, 2396

Total number of syllables in above, 3405.

Total number of syllables phonetic, 2942 (86½%).

Total number of syllables unphonetic, 463 (13½%).

Phonetic, 86½%; Unphonetic, 13%½.

Here is the entire argument for phonetic reading; for if the child through his phonetic power can recognize 86% of all the syllables he will encounter in his reading, there remains but 14% to be taught by the word method—and this ignores the fact that without assistance the child will recognize from the context more than 50% of these unphonetic words. Now, studying simple the phonetic syllables, the following analysis is made:

2942 phonetic syllables, 100%.

1812 short vowels, 61 3-5%.

308 vowels made long by final e, 10½%.

293 long sounds of vowels represented by digraphs: ee, ea; ai, ay; oe, oa; ew, ue; ie and vowel y, 10%.

282 vowels affected by r, 9 3-5%.

247 all other vowel sounds following phonetic rules, 8 3-10%.

A study of this vowel analysis establishes at once the scientific phonetic plan underlying the Beacon system of teaching reading. * * * * * *

To give the child the POWER to read independently, is, or should be, the aim of the first, second and third grade teachers. He'll be able to pretty largely take care of his reading himself after that.

I wish to leave the thought of POWER in your minds as shown in the last two lines of this selection by Samuel Rogers:

What men most covet, wealth, distinction, power,
Are baubles, nothing worth. They only serve
To rouse us up, as children at the school
Are roused by exertion: our reward
Is in the race we run, not in the prize.
Those few, to whom is given what they ne'er earned,
Having by favor, inheritance,
The dangerous gifts placed in their hands,
Know not, nor ever can, the generous pride
That glows in him who on himself relies,
Entering the lists of life. He speeds beyond
Them all, and foremost in the race succeeds.
His joy is not that he has got his crown,
But that the power to win the crown is his.

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EDUCATION NOTES

Hon. Hugh J. Baldwin, Assemblyman-elect from San Diego, was in Santa Rosa on November 16th. He made a number of speeches on his Northern trip on humane education, visited Governor Johnson, and planned to introduce a bill for the industrial survey of California.

* * *

Superintendent Carolyn M. Webb held her institute at Sacramento, November 8th, 9th and 10th. The instructors were Edward Hyatt, Dr. E. R. Snyder, Wallace Hatch, Dr. Amelia Henry Reinhart of Mills College, J. B. Sears, H. K. Basset, Miss Caroline Swope, Dr. M. C. McNaught, and Will C. Wood. Miss Webb is giving efficient service to the schools of Sacramento County.

* * *

The Placer Union High School, under the leadership of Dr. Engle, is giving some interesting publicity of percentages as given by the different grades by individual members of the faculty, and percentages of failures in faculty. The lack of application is given as the principal cause of failure.

* * *

The Northwest Journal of Education, so ably edited by C. C. Bras, hails and welcomes the new men of educational power who have come into Washington in recent years. Dr. Henry Suzzalo is given honorable mention.

* * *

"Out of 240,000,000 passengers carried over the lines of the Southern Pacific during the past eight years, but one person was killed by accident." This was the statement of Chas. S. Fee before the San Jose Chamber of Commerce. The capital stock of the S. P. is held by 33,000 different persons, 13,000 of whom are women. The Southern Pacific, under its present efficient management, aims to give courteous, efficient and prompt service.

* * *

President Wilson has secured a new Gregg stenographer to assist Mr. Swems to report his various speeches, and taking care of his correspondence. Mr. Shaffer, the new man, established a record for accuracy and speed in Chicago, last December.

* * *

Over 330 teachers enrolled in the classes in Gregg shorthand in the New York training schools last month. Gregg shorthand is listed as one of the subjects for examinations for elementary school teachers on December 1st.

* * *

The Executive Board of California Federation of School Women's Club, Ethelind Bonney, Stockton, president, held a luncheon at Stockton on Saturday, November 25th. The federation offers a splendid opportunity for school women's clubs to work for the betterment of educational conditions.

* * *

Superintendent Salva R. Greenhalgh of Amador County held her institute in Jackson on Tuesday, October 31st and November 1st and 2nd. Arthur Chamberlain spoke on "Thrift." W. G. Hartranft gave several interesting talks, including one on Mark Twain, and one on the "Spirit of the Teacher. The local press spoke of him as an interesting talker, and able to bring out his points with brilliant and effective illustrations. Miss Edna Orr James, Professor Charles E. Rugh, and Mr. and Mrs. Hyatt, of the State office, were among the speakers. The Amador Ledger spoke in the highest praise of the efficient manner in which Mrs. Greenhalgh handled the institute, and commented favorably on her opening address.

* * *

Sallie J. Jones of the San Francisco Board of Education, recently delivered a lively and effective talk on home industry before the Home Industry League, at its weekly luncheon.

* * *

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* * *

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Clasping her flowered hills in joy and grace
Where children wait the empire of the space
To claim the golden opportunity;
As form at eve the western clouds of gold,
So, ever new, will rise the thoughts of man
Pressing, as move the clouds, and, inward rolled
To form in beauteous strength high place and plan.

The earth speeds on—loved daughter of the Sun,
Man and his mission is a smile of God,
Forgetting not the violets in the sod;
A place supreme the city bright has won
And truest thought of man the art instills
Where San Francisco crowns the high white hills.

—Lillian H. S. Bailey.

* * *

BOOK NOTES

Essentials of Geography, by Albert Perry Brigham and Charles T. McFarlane; published by American Book Company, New York.

The three essential things in text of geography have been observed in the publication of these books. First, that the facts and principles selected shall be the essentials of our knowledge of the earth. Second, that they be presented in a manner that pupils can understand it, and third, that they be made as interesting as possible. The arrangements, the illustrations, and the maps are of special interest. Essentials of Geography are the best books for grown people who want to get a knowledge of what the earth is today that has ever been published. The photographs are the newest and best and are all real live subjects. We have taken the review copy of this book and placed in our private library.

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CALIFORNIA TEACHERS' ASSOCIATION, NORTHERN SECTION

October 31 to November 3, 1916

The Counties of Butte, Superintendent Rutherford; Colusa, Perle Sanderson; Glenn, S. M. Chaney; Sutter, Miss

Ed. Locher, Principal of the Maxwell High School and President of the C. T. A., Northern Section

Vagedes; Tehama, Mamie B. Lang, and Yuba, Miss Jennie Malaley, met in Marysville, October 31st, and held a four-day session. The executive committee, led by Ed. Locher, principal of the Maxwell High School, prepared an excellent program. The following instructors and entertainers were present:

Edward Hyatt, State Superintendent of Public Instruction, Sacramento, California.

Dr. Edwin R. Snyder, State Commissioner of Vocational Education.

Dr. Margaret Schallenberger-McNaught, State Commissioner of Elementary Schools.

Dr. George F. James, Dean of the Department of Education, University of Nevada.

Dr. David P. Barrows, Dean of the Faculties, University of California.

Professor Ellwood P. Cubberley, Professor of Education, Stanford University.

Harry Kendall Bassett, Lecturer, Berkeley, California.

Ralph Parlette, Editor and Lecturer, Chicago, Illinois.

Wallace Hatch, Secretary of Bureau of Visual Instruction, University of California.

E. Morris Cox, Principal Fremont High School, President California Council of Education, Oakland, California.

Arthur H. Chamberlain, Secretary California Council of Education, Editor Sierra Educational News, San Francisco, California.

Mrs. Lura S. Oak, Supervisor of Rural School Extension, Chico State Normal School, Mrs. Lois Coffee—Mossman Instructor in summer session, University of California, formerly Instructor in Columbia University; Chico, California.

Miss Zahrah E. Preble, Interpreter of Zuni Indian Legents, Songs and Dances, Berkeley, California.

Harry A. Wembridge, Cornish Tenor Soloist, Berkeley, California.

Miss Jennie Malaley, Mr. Walter Kynoch and others of the local committee made delightful arrangements for the visiting teachers. The receptions on Tuesday night in Elks Hotel was certainly enjoyed by all. Dr. David P. Barrows in his talks held the audience to the highest point of tension by his intensive address on Mexico, and on his experience in the battlefields of Europe. Henry Kendall Bassett was a delightful surprise with his sympathetic rendition of the poems of Eugene Field and James Whitcomb Riley. Dr. Schallenberger was at her best in wit and effectiveness. Edward Hyatt gave a piquant talk on "A Day at the Office." G. F. James spoke on phycology moral education, and gave some new mental angles to these hackneyed subjects. There were many good addresses by local speakers in the various departments. The banquet of the schoolmasters at the M. E. Church was of more than usual interest. S. M. Chaney presided. The speakers were E. P. Cubberley, A. J. Waterhouse, H. K. Bassett, Editor Dunn, Ed. Locher, A. H. Chamberlain, Harr Wagner, J. D. Sweeney, S. P. Robbins, Allison Ware and others.

Sacramento was chosen as the next place of meeting. S. P. Robbins of Chico was elected president, and Mrs. Minnie O'Neil of Sacramento was elected secretary, and J. D. Sweeney treasurer.

Jennie Malaley, the efficient County Superintendent of Yuba was devoted to the interests of the visitors, and worked day and night to make the meeting a success. Ed. Locher, the chairman, presided efficiently, and carried out a long and very difficult program without any unnecessary breaks or delays. The local committee arranged to have an excellent exhibit of supplemental books, teachers aids and helps, and the representatives of the various houses were there "with the goods." Miss E. M. Willis, of Milton, Bradley Co.; G. H. Chilcote, D. C. Heath & Co.; O. H. Baxter, Houghton, Mifflin Co.; F. A. Rice, Ginn & Co.; A. A. Belford, Rand, McNally Co.; J. H. Beers, MacMillan Co., and his brother, representing Educational Publishing Co., W. O. Baker, Scribner & Sons; W. G. Hartranft, Silver Burdette & Co.; and Miss Miller representing the Metropolitan Text Book Co.

Charles Hughes, H. O. Williams and Mrs. O'Neil of Sacramento attended the meeting, and Mr. Hughes made an adroit speech and captured the convention for Sacramento next year. Ex-Superintendent Heiken of Sutter County was one of the most interested members of the convention. Ex-Superintendent Williams, who is getting rich as the representative of the Maxwell Motor Co., was also a familiar face around the convention halls and hotel lobbies.

Mrs. J. B. Hughes of Oroville, who has done such splendid work for art in the public school, and enthusiastic social worker, attended the various sessions.

The California School of Arts and Crafts, Berkeley, California, has just offered, through the Berkeley Board of Education, to pupils in the Berkeley public schools, three scholarships and two summer session courses in the school.

One regular course scholarship is offered annually to a graduate of the Berkeley High school. Two scholarships for the Saturday classes are offered pupils in the seventh, eighth or ninth grades. Summer session courses will be given two graduates of the High School.

The scohlarships are to be awarded on a competitive basis, and are open to both boys and girls. The winners are to be chosen by a jury representing the art teachers of the public schools and the California School of Arts and Crafts.

* * *

Pete Ross, principal of the Washington Grammar School, San Diego, is a live wire. Two years ago he exchanged teachers with Phoenix, Arizona, and this year he is exchanging with Oakland, and Great Falls, Montana.

* * *

Miss Alice Anderson, the Free County Librarian of Trinity County, is co-operating with Superintendent Schroter in visiting the schools and getting the teachers, pupils and citizens interested in reading good books.

* * *

Superintendent Mamie C. Lang held a convention of school trustees at Red Bluff in October. The new charter of Tehama County provides for the election of the Superintendent of Schools by the school trustees of the county.

* * *

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The collection of stories in this fine book are taken from historic figures and of others in everyday life, whose deeds have been like steps to something great. There are stories taken from Therm to the Panama Canal. The stories are filled with action, which will inspire and instruct every boy that reads them.

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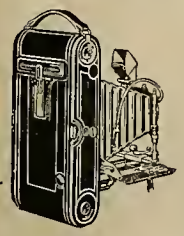

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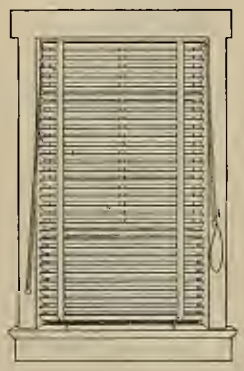

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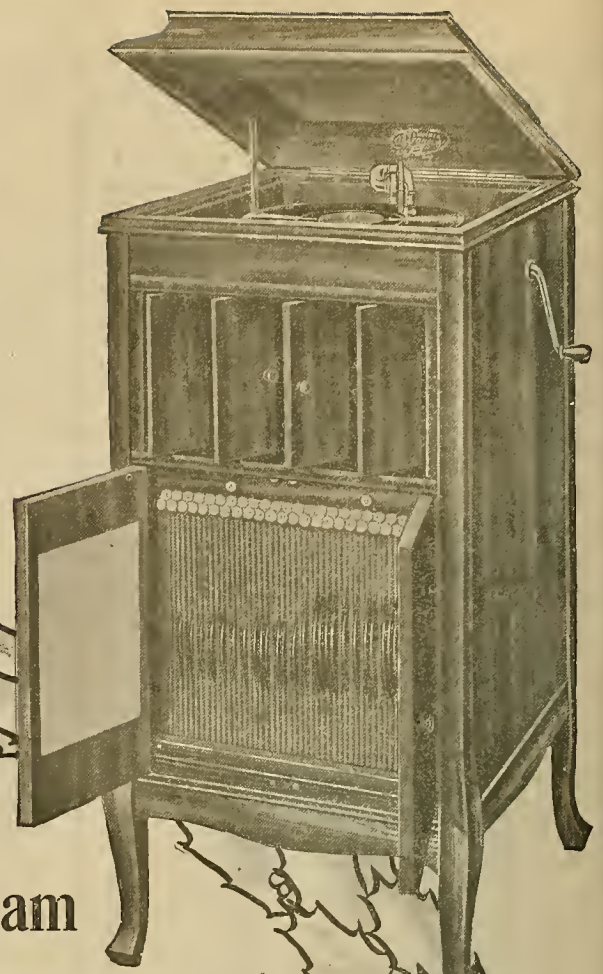

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A 1859 — 10 in. 75c
Oh, Come All Ye Faithful. (Adeste Fideles) Columbia Mixed Quartette. In English.
Silent Night, Hallowed Night. (Old German Folk-song.) Columbia Mixed Chorus.

A 5424 — 12 in. $1.25
Nazareth. (Gounod.) Frank Croxton, bass, and Columbia Mixed Chorus.
Messiah. (Handel.) And the glory of the Lord. Columbia Oratorio Chorus.

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A 1078 — 10 in. 65c
Adeste Fidelis. (Christmas Hymn.) Chimes, Thomas Smith. Organ accompaniment by Charles A. Prince.
On a Christmas Morning. Descriptive. (Currie.) Prince's Orchestra.

A 1416 — 10 in. 65c
Around the Christmas Tree. (Prince.) Descriptive record. Prince's Orchestra, with Mixed Quartette.
Christmas Joy. (Wagner.) Violin, flute harp trio. Geo. Stehl, Marshall Lufsky, Charles Schuetze.

A 1844 — 10 in. 65c
Christmas Morning with the Kiddies. (Hager.) Descriptive. Prince's Orchestra.
Toy Shop Symphony. (Hager.) Descriptive. Prince's Orchestra.

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Visit from St. Nicholas. (Moore.) Recitation by Harry E. Humphrey.
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Note the Notes

THE
WESTERN JOURNAL OF EDUCATION

Vol. XXII SAN FRANCISCO, DEC., 1916 No. 12

MEETINGS

Bay Section the California Teachers' Association, Supt. C. J. Du Four, Alameda.

Northern California Teachers' Association, S. P. Robbins, President, Chico, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, J. E. Meadows, Hanford, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Mrs. Grace Stanley, President, San Bernardino; J. O. Cross, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Ethelind M. Bonney, Stockton, President; Miss Alma Simon, Stockton, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Hear News Away From Home

An Oklahoma paper tells about a wonderful peripatetic school in a box car that goes from place to place on the Southern Pacific Railroad in Southern California. The children are from the families of the workmen on the railroad, and they have nowhere else to go to school. When the gangs move, the school goes along. The enterprise was originally shown in the Examiner.

This is a fine idea. Where the railway lines cross the wide deserts of Southern California there are many hundreds of miles without school houses. The long, sandy stretches of the Colorado and Mojave deserts have stations here and there, and at every station there is likely to be a family or two entirely destitute of school privileges. The construction gangs and the section gangs and the bridge workers and the station builders usually have a few families with them, and these children rarely have a chance to attend school. A box car or an old passenger coach can be fitted up into an excellent school house, with desks, blackboards, and everything else necessary. Somewhere in the vast territory covered by a trans-continental railroad there is always a place needing a school—in one day the railroad can deliver at the point of need a school house, teacher and all, full fledged and ready to open in the morning at nine o'clock.

Unfair to the railroad? Not at all. Saves money for it. If the place that has the group of children temporarily would vote a tax for a school, the road would pay the whole thing anyhow, for the only property to tax would be railroad property—buildings, right-of-way, rolling stock. A second-hand box car, removable at will, is the cheapest and the best way that the thing can possible be managed. 'Tis a bright idea. Go ahead, Mr. Railroad, and develop it. How can we help you?

Worthy Organization

Owen R. Lovejoy is the Secretary of the National Child Labor Committee at 105 E. 22d Street, New York City. He will send free upon request a carefully prepared pamphlet showing that more education pays; linking the child labor problem with modern industrial processes for the History Class; with its waste of human resources for the Physiology Class; with social and political responsibility for the Civics Class; with its relation to the products of each state for the Geography Class.

The Census reports one and three-quarters million children employed in the United States. The National Committee above referred to is seeking to improve their condition. It asks the schools of the nation to observe January 29th as Child Labor Day.

Keep Your Equilibrium

Nowadays teachers are urged at every turn to undertake so many outside activities and to embark with their schools in such a multitude of worthy enterprises foreign to the legitimate purpose of the school that we unconsciously get this notion: **the class room teaching is only a minor detail of our work.**

Don't be deceived or overbalanced by the clamor. The body politic employs the teacher and pays her to **teach**. **Teach** school, good friend, first of all, and teach your best—then do the other things afterward as time and strength allow.

Thus we must join in parades and celebrations for the glory of the town; we must organize great collection agencies whereby every child gives a dime or a penny or a potato for a battleship or a needy nation or a Christmas dinner for the poor; we must prepare a program for so many "Days" that no day would be left at all for the three R's; we must show interest and sympathy and co-operation with every idea and every cult that sways public opinion from day to day.

I must confess that many of those who do our best and solidest teaching do find time and energy for many of these outside activities, but yet, take warning: Don't let the clamor overbalance you or lose your equilibrium. Your real function in the scheme of life is to teach school.

Selah!!!

A recent number of the **Moderator-Topics** contains the following gem of purest common sense serene:

"Many critics of rural schools base their bitter and unwarranted condemnation on conditions that maintained years ago. To be sure, there's room for improvement now, but the wholesale condemnation of country schools indulged in by some eminent and self-styled authorities on matters educational are so wide of the mark that they are positively libelous, and bring discredit on critics generally, and thus do far more harm than good to healthy educational growth."

Difficult Point

One of the delicate points in the administration of the Teachers' Retirement Law is the admission of "Come Backs" to the Retirement Salary Fund Record. This is not settled by law, but by rule of the Board.

A "Come Back" is an old teacher who has been out of the profession for many years and who seeks to return to the profession for the briefest possible period before retirement.

The Board expects the return to be a bona fide return to the profession, and not a mere subterfuge for obtaining the retirement salary. The rule at present requires a year of regular teaching, five days a week, and at least four hours per day, for all the days in the year that the district maintains school.

Here is the question that now confronts the Board: Isn't this rule too easy? Haven't the worthy cases by this time been disposed of? Shouldn't the requirement be raised to three or four or five years' teaching to show a bona fide return to the teaching profession?

The reply of the generous-hearted soul is "No, indeeed. These old teachers deserve more of the state than it can give. They are all worthy. Give them this little stipend and say no more about it."

But the practical-minded say, "Justice before charity. This enterprise was not planned for charity and sympathy; it was for the working teachers of California, who are contributing to the fund, in the faith and belief that it will be preserved for their use at the end of their periods. If you scatter it generously now, who will answer for it by and by when it is gone? Why should you easily let in those who are not really included by the law? Stiffen up your rules!"

Which shall it be?

Massachusetts Pension System

The sober and conservative state of Massachusetts is said by the insurance experts to have the safest, sanest, and most practical pension system extant, rock-ribbed and guaranteed to last.

The Massachusetts teacher cannot retire before the age of 60 years, and there is no disability provision at all. She is compelled to retire at the age of 70. The yearly payments are very large as compared to ours, being about 5% of the salary. Thus, one whose salary was $60 a month would pay $3 a month to the pension fund, and one whose salary is $100 a month would pay $5 a month, instead of $1.

When one retires, his total payments, with interest, are used to purchase an annuity from the regular life insurance companies and then the state by an appropriation grants a further annuity of the same amount. The largest pension that has been granted is $750, and the smallest $300.

If any one wishes to withdraw at any time, his contributions, with interest, are returned to him in four annual installments. In case one dies, his contributions are refunded to his executor.

Trip to Amador

The teachers' institute at Jackson, Amador County, was at the end of a journey in November. Amador has 77 teachers all

told, and their institute continued for three days. Jackson is in the foothills, in the mining belt, with some of the deepest gold mines in the world surrounding it. It is one of the gateways to the High Sierras. One of its roads goes to Silver Lake and on over to Woodford, where it branches to Lake Tahoe to the left or the plains of Nevada on the right. Another leads to Murphy's Caves, Angels Camp, and the Big Trees of Calaveras.

The Jackson mines have drawn in a foreign population—Italians, Cornishmen, and Austrians chiefly, though many other nationalities are represented. These foreigners are not newly come—most of them, perhaps, are born here, and it is only their names that look foreign.

Anthony Caminnetti was long the Senator from this county before he was appointed Commissioner of Immigration by President Wilson. Among the teachers are Mary Botto, Emily Matti, Alma Voltolini, Carrie Badaracco—typical American teachers in every particular but their names—and their names are likely to change at any time!

A Light on a Hill

The county superintendent who ran the institute was Mrs. Sabra Greenhalgh, and she did it in a most kindly, efficient and genial way. The sessions were held in the assembly hall of the Jackson High School, one of the most beautiful school buildings in all California. It is really an architectural gem, costing $40,000, and perched high above the roadway leading into the town, on a swelling hill. The school board is fortunate in having Buenacozzi, the janitor. He is an intelligent Italian, carpenter, plumber, landscape gardener, and caretaker all in one. He receives $90 per month, and he works all the time. The beautiful wide lawns that cover the hillsides, the rich beds of asters and roses that bloom on the terraces, are of his creation. He washes and scrubs and mends and sweeps and polishes and digs and plants and waters all day and all night and on Saturdays and Sundays, too. No wonder 'tis such a beautiful white palace that crowns the hill.

This striking and beautiful school plant is a monument to County Superintendent W. H. Greenhalgh, whose devotion and hard work called it into being. He was universally esteemed by his neighbors and by the school people of the state. Upon his death, Mrs. Greenhalgh was appointed to his place, and I was very glad to note how well she carried the burden and how she had gained the confidence and respect of the teachers and the people of the county. Long may she continue!

The School Teachers' Page

Eliza D. Keith

Some New Books

The Writer's Library consists of the Publications of the Home Correspondence School of Springfield, Mass., and it is a most valued collection of practical books upon every phase of the writer's art. From time to time reviews of the different publications have appeared in this column, and now that three more of the Writer's Library have come to my desk, I find myself repeating with stronger emphasis than before the wish that these publications could be in every school library and on the desk of every English teacher in our public schools. For these books are clear, practical, and decidedly up-to-date. They do not deal merely with the theater of Shakespeare's time, but with the stage and the moving pictures of our own time. These books are equally valuable to the veteran writer, the literary tyro, the school teacher, and to the boy or girl who is just beginning to see that out of the task of "writing compositions" he may emerge into the ranks of the immortals.

Let us consider these volumes separately.

"Writing for Vaudeville," by Brett Page, is the first volume on the subject that has appeared in print. The author modestly says that he spent months harvesting the knowledge of others to add to his own experience, while J. Berg Esenwein, the editor of all the books issued by the Home Correspondence School, declares that "Mr. Page has blazed a new trail in book land and produced a book quite unexcelled among manuals of instruction for authority, full statement, analysis of the sort that helps the reader to grasp the essentials at once, with sympathetic helpfulness throughout." To enumerate some of the most interesting chapters would be to copy the entire table of contents, and all that can be said on the subject is to advise any student of literature to buy the book, and read it for himself.

"Writing for the Magazines," by J. Berg Esenwein, will appeal to a very large class who are eager to enter the lists of the professional writers, who are popularly supposed to make so much by "writing for the magazines." In this volume may be found analysis of the various kinds of material that editors are constantly buying, also the favorite lengths of magazine material, and the themes most in vogue.

The large number and wide variety of questions and exercises apponded to most of the chapters are so arranged that either a student writer who is working alone, or a teacher who is directing a class may find it easy to select questions adapted to individual needs.

This book shows how to get into the magazines in an easy way, if one will only follow instructions.

Those who feel called to write popular songs would do well to read the latest of the Writer's Library list, which is "Writing the Popular Song," by E. M. Wicks. The author's foreword is practically a history of the popular song as it developed from the days of negro ministrelsy to the present time. The various chapters are interesting to the general reader, and full of help to the one who wishes to write a popular song. How one wishes that he could steal from his regular bread-and-butter-earning avocations just time enough to follow some of these fascinating and money-making suggestions!

The Wentworth and Smith Arithmetics

For teachers eager to find clear and up-to-date presentations of the grammar school arithmetic course, there can be nothing more satisfactory than the "Essentials of Arithmetic," in two books, by Wentworth and Smith, and published by Ginn and Co. The text is confined to the vital arithmetic of today, with a thorough presentation of principles and an abundance of good problems. The dominant note is the development of power. In general the work for the Seventh Grade is a thorough study of percentage and its applications, Grade Eight considers artihmetic from the standpoint of the pupil's relation to the commercial, civic and industrial world which he is about to enter.

The teacher who sympathizes with the modern trend in education will find in this series all of arithmetic that the pupil must thoroughly know.

An Outline To Fix Facts

The following is a brief outline of Shakespeare's Julius Caesar, designed to give a framework on which to place the different facts. Notice the constant use of the Dulistantive instead of the pronoun. This usage may not be literary, but it fixes the facts.

Julius Caesar.

Rome had conquered the world.

Julius Caesar and Pompey were great Roman generals. Once great friends, later Caesar and Pompey fought against each other.

Caesar finally became the chief man in Rome.

Many other Romans were jealous of Julius Caesar's growing power, and plotted to overthrow Caesar.

Shakespeare's play of Julius Caesar opens on a street in Rome, on the day of a great festival. Crowds are in the street to see the procession pass with Caesar.

Crowds of working men in the streets are dispersed by Marullus and Flavius, Roman tribunes.

Caesar and his train enter on their way to the games. A voice in the crowd cries, "Caesar, beware the Ides of March."

Caesar, unafraid, proceeds.

Brutus and Cassius remain to talk.

Brutus, a noble Roman, does not like the way things are going in Rome, but Brutus loves his country.

Cassius, another Roman, envious of Caesar, tires to make Brutus turn against Caesar.

Cassius loves only himself, but makes a great talk about his devotion to his country and to the old Roman ideals.

That night, a great electrical storm rages in Rome, and Cassius meets other dissatisfied Romans, who plot with Cassius to remove Caesar.

Cassius and the other conspirators greatly desire to have Brutus join the conspiracy against Caesar, because Brutus, with his high standing in Rome, would add weight to the movement against Caesar.

Cassius sends a conspirator to throw a paper, an anonymous letter, in Brutus's window.

Brutus finds the letter, which is an attempt to turn Brutus against Caesar, his friend. Brutus ponders over the words of the letter.

The conspirators, with Cassius, make a midnight call on Brutus, who is at last won over to join those who plot against Caesar.

Portia, the wife of Brutus, is very much

troubled by the strange actions of Brutus, and begs Brutus to tell her, Portia, his wife, what is the matter; but Brutus does not confide in Portia.

When the fateful day, the Ides of March, arrives, Caesar, who has spent a bad night, and consulted the augurs as to his fortune, is besought by Calpurnia, his wife, not to leave the house. Calpurnia is afraid that Caesar will be assassinated.

Caesar is almost persuaded by Calpurnia, his wife, not to go to the Capitol, but the conspirators enter, and Caesar goes out with those who have planned to kill him, Caesar, "the foremost man in all the world."

On the way to the Capitol, Caesar is met by the conspirators, who go up to Caesar, and one of them, Metellus Cimber, asks Caesar to pardon his brother, Publius Cimber, who had been banished from Rome.

Caesar refuses the petition, whereupon the conspirators attack Caesar, who, seeing Brutus, cries, "And thou, too, Brutus!" Caesar, covering his face, falls pierced by wounds at the feet of Pompey's statue.

The conspirators rejoice, and boast of what a great deed they have done for Rome and for the world in killing Caesar.

While the conspirators are gloating over the death of Caesar, a servant from Marc Antony enters with a message.

Marc Antony has asked the reason for the death of Caesar.

Brutus sends for Antony to come to them, the group of conspirators, assassins of Caesar, and promises to satisfy Antony that the death of Caesar was right.

Antony asks permission to speak at Caesar's funeral at the market place. Brutus gives Antony permission to speak at the funeral of Caesar, altho' the other conspirators do not want Brutus to allow Antony a chance to speak over Caesar.

The conspirators are mean, jealous creatures, who fear Antony. But Brutus is a noble Roman, who thought that he acted from patriotic motives when he helped to kill Caesar.

But Brutus gives Antony permission to speak at Caesar's funeral.

Brutus speaks first at Caesar's funeral.

The speech of Brutus at Caesar's funeral is all about himself, and why he, Brutus, helped to kill Caesar.

After Brutus has gone, Marc Antony steps up into the same pulpit and speaks to the crowd of Roman citizens who throng the bier of Caesar.

Antony says: "I come to bury Caesar, not to praise him," etc.

Antony's speech is a masterpiece of oratory, full of irony, and while pretending to praise Brutus and the other conspirators, calling them honorable men, Antony enrages the mob against the conspirators.

Antony proves that Caesar was not ambitious as Brutus had said. Antony stirs up the mob by telling these Romans that Caesar had left his wealth to them—the Roman populace.

The mob, enraged by Antony's words about Caesar and the murder of Caesar, go shouting through the streets of Rome that they will kill the conspirators. Antony is pleased at the storm he has raised, and goes to meet other Romans opposed to the conspirators.

Antony, Octavuis, Lepidus, three Roman generals, meet, and divide the Roman world among them, condemning those other Romans that they do not like, to a traitor's death.

The armies of the conspirators and of Antony later engage in war.

Brutus and Cassius, with their armies, are in camp near Sardis. Brutus and Cassius quarrel fiercely with words, but become friends after they have said many bitter things to each other.

Octavuis and Antony, with armies, march to meet Brutus Cassius.

The night before the battle, Brutus tries to rest his mind by reading in his tent, when the ghost of Caesar appears to Brutus and tells Brutus that they will meet upon the field of Phillipi.

Octavuis and Antony challenge Brutus and taunt the chief conspirators with having caused the death of Caesar.

On the plains of Philippi the battle takes plaec between Brutus and Cassius on one side opposed to Octavuis and Antony on the other.

The conspirators are defeated.

Cassius induces his own servant to stab him, while Brutus falls upon his own sword and dies.

"O, Caesar, thou art mighty yet!"

* * *

It is not only after periods of recklessness or infatuation that a man comes to himself. He comes to himself after experiences of which he alone may be aware: when he has left off being wholly pre-occupied with his own powers and interests and with every petty plan that centers in himself; when he has cleared his eyes to see the world as it is, and his own true place and function in it.

Ginn & Co. has issued a revised edition of "An Introduction to the English Classics," by William P. Trent, Professor of English in the Columbia University.

This is a very valuable aid to teachers in presenting the subject to the High School pupils. It is especially helpful in the preparation of English students for college entrance requirements.

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Southern California Section

Under Direction of
HERBERT F. CLARK
Alhambra, Cal.

Editorial

Alfred E. Stearns Discusses Modern Fallacies on Education

Students of education will do well to read an article entitled "Some Fallacies in the Modern Educational Scheme," by Alfred E. Stearns, in "Atlantic Monthly" for November.

Mr. Stearns takes sharp issue with Dr. Eliot and Mr. Abraham Flexner in some of their modern educational theories. He uses vigorous language and persuasive argument in his plea for what he holds to be the fundamentals in education. The discussion is worthy of careful consideration by all progressive school men.

Principal's Opportunities For Constructive Supervision

There has been considerable loose philosophy going the rounds recently in educational circles concerning the functions of the grammar school principal. It has been to the effect that the principal should leave the room teacher absolutely alone to work out her own salvation as best she might, on the assumption that a policy of closer supervision would limit the teacher's freedom and thus prove a detriment to the cause in which they serve.

Such a philosophy is weak in two fundamental aspects. First, that close supervision limits a teacher's freedom, and second, it limits the principal's functions, and thus curtails the service he should render, to the children entrusted to his care.

Permission to do as one likes with a group of children under the guise of teaching doesn't constitute freedom in a truly educational sense. But to adapt one's self to the philosophy of an institution which is largely determined by the character and ability of the principal, to find one's self working on fundamental principles of education, to feel an intelligent co-operation with the principal in which ideas are exchanged, methods and materials are discussed, progress and deficiencies noted, to feel a correlation of the work with the different teachers of the same school, and the supervisors of special subjects, to be able to express ones' self freely to the principal himself or to the teachers assembled on any of the above elements; that constitutes freedom, and it is that sort of freedom and co-operation which it is the supreme function of the principal to guarantee. Freedom involves co-operation, correlation and participation in group consciousness; for self-realization does not come from isolation and the permission to follow particular individual tendencies.

Furthermore, the progressive teacher never feels that she has obtained perfection in her methods of dealing with children and subject material. Every day brings new problems, and every new group of children demands a reshaping of methods and materials, and it is her privilege to feel that in the principal she has a counsellor whose education and experience enables him to be of vital service to her.

This questionable philosophy has a tendency to drive the principal back into his office and make of him a mere clerk. He is expected to spend his time making out reports, handling special cases of discipline, looking after the technique of the institution. These things must be done to be sure, and it is the duty of the principal to see that they are done. At the same time, the salary he draws as compared to the room teacher is based upon the assumption that he is able to perform these multi-functions, or else why the discrimination in salary? If a principal hasn't the education, the right sort of experience, the progressive attitude toward present educational problems, the educational scope to supervise in a constructive way all the methods and materials through all the grades of his school, is there any valid reason why he should receive double the salary of any of his corps of teachers? There can be but one answer to that question. In other words, the position of principalship of a grammar school if rightly interpreted involves the ability to correlate and unite in an effective way all the teachers, children and materials in a given institution; to be able to supervise in a constructive manner the work of each teacher, and to make that institution a positive factor in the lives of the children that come within its sphere of influence.

Supervision vs. Inspection in School Administration

The above remarks on the functions of school principals leads one into a discussion of the question of supervision versus inspection in school administration. The failure to appreciate the difference between these two functions in school work leads to some extremely queer inconsistencies. It sometimes happens that principals, when freed from office duties, make it a practice to go to their several rooms, sit or stand a few minutes, look at the general appearance of the room, hear a small portion of one recitation, see the teacher somewhat embarrassed, and then go back to their office and make a report on that teacher's ability to handle a room. This process may be repeated several times during the year, with the same general appearance, and the same general impression. But is such a procedure supervision or inspection? It is distinctly inspection. If a principal is to know what a teacher is really doing he should make it a point to sit and observe a recitation clear through. Ask in his own mind several questions as the recitation progresses, viz.: Has the teacher made specific preparation for this recitation? Did she obtain a response from all the pupils in the class? Had she blocked out a suitable portion of material for the day's work? Did she handle the material in a scientific way, or was her method a mere jumble of statements and questions? Had the pupils made suitable preparation, and did they show progress from the last similar observation? These and similar questions should be a basis for any sort of judgment upon a teacher's success or failure. And, furthermore, any such an observation should be followed by a conference, in which the principal and teacher feel absolutely free to express their own opinions as to the quality of material used, the condition of the children, the efficacy of methods used, and so forth. Such a process as this should be going on all the time in an efficient institution. To this should be added group conferences, with occasional actual recitations for group observation and discussion. Problems common to arithmetic, reading, special subjects, course of study and so forth should be freely discussed with principal and teachers together. Now, the part a teacher played in her own room, toward her pupils, toward the principal's supervision, toward these educational necessities would prove a fairly adequate basis for estimating her ability as a teacher. Furthermore, such a process would be entitled to the dignified term of supervision. It would breed confidence and co-operation in the teaching force. It would furnish a justifiable basis, to some extent, for a discrimination in salary between teacher and principal, if there be such a basis. It would constantly enlarge the principal's sphere of usefulness and result in a better education of the boys and girls for whom the schools exist.

What is true in relation to the principal as **supervisor** or **inspector**, should be true in a much larger sense with the assistant superintendents and supervisors of special subjects, or else why the greater discrimination in salaries, which, after all, is the city's estimate of the importance of the various individuals that go to make up a school system. These worthy officials, of all others, should be people of vast education and unlimited qualifications, leaders in educational thought and ideals, able to constructively supervise all the various elements of a complex school system, with a vision that goes way out and beyond that of mere inspection into the field of real supervision, carrying with it an inspiration to make teachers love the God-chosen work they are called to do, to correlate and harmonize all the influences of the organization entrusted to their care by the citizens of the community which they serve. Let's away with the function of mere inspection and do some real constructive supervision.

* * *

"Form and Functions of American Government," by Thomas Harrison Reed, of the University of California, and more recently government expert of the city of San Jose, has been published by the World Book Company, Yonkers-on-Hudson, New York.

This book is the result of the practical experience of Dr. Reed, both as executive secretary of Governor Johnson, as student and teacher of economics in the University of California, his association with Dr. Barrows, and helpful criticisms of his other associates. Mr. Reed has probably in this book given the most complete and definite and practical treatment on the forms and functions of our Government. The chapters on the preservation of public health and the control of public utilities and public morals in education have all the new and modern view points. Dr. Reed certainly has done a work that will bring him permanent fame as a student of economics.

* * *

There is no past so long as books live.—Lytton.

AN APPEAL TO THE TEACHERS OF CALIFORNIA

The Grade Teachers' Clubs of California, having been organized to increase the efficiency of elementary education and believing the time is ripe for definite and vigorous action along certain lines, suggest the following measures as being the most worthy of co-operative effort at the present time. They believe these measures are approved by all persons truly interested in the welfare of the schools and that it will be possible for all teachers of the state to unite in working for them.

1. The protection of our present flat rate pension based upon term of service without any reference to age.

A strong effort is being made to bring the present pension law before the Legislature for amendment. The proposed amendments would establish an age limit of fifty-five or sixty years, raise the dues to two dollars per month during the last ten or fifteen years, recognize only ten years of experience in other states and change materially the disability clause. If our pension law does need changing so soon (which is questioned), it must be because it was too hastily written. Is any hurried patch-work legislation without sufficient investigation likely to improve it? One of the framers of the existing law who has kept in close touch with its operation says, "There seems no need at present of any radical change."

2. More money for elementary schools.

Why should not the elementary school receive a more adequate appropriation per capita? The present appropriation often affords the elementary pupil only seven or eight months school with inadequate equipment. The majority of our future citizens never go beyond the elementary school.

3. A tenure law that will be safe and professional and therefor not react unfavorably on the children.

The framing of a proper tenure law is probably the most difficult undertaking that confronts us in the field of school legislation. A satisfactory tenure law will not encourage the employment of inefficient teachers or the retention of those physically, mentally, professionally or morally unfit, nor will it put unlimited executive power into possibly unfit hands. Such a law cannot be evolved hastily and any suggested tenure law should receive approbation only after it has been subjected to the deliberate scrutiny of all parties concerned. We want a tenure law but we want none until we can have a good one —better none than one of a wrong kind.

4. An ultimate maximum enrollment of twenty-five or thirty in all elementary school rooms.

In classes of little children where habits of attention and study are yet to be formed, is it not far more necessary to have smaller enrollment than in classes of advanced students? Would it not be economy of money and—what is of far more value—of life, to avoid the unnecessary repeating of grades? Educational experts throughout the country advocate from eighteen to twenty-five as the ideal number in elementary classes.

5. A law for a uniform twelve-month contract between Boards of Education or Boards of School Trustee and teachers.

Dr. E. C. Moore, Professor of Education, Harvard University, one of the greatest friends of elementary schools, has said that teaching will never be recognized by the outside world as a profession until all teachers are employed by the year instead of by the month or day.

Do you believe in the accomplishment of good through co-operation? Why not organize?

The teachers of California can have any good thing they desire for the schools if they will unite in an effort to secure it.

Endorsed by Grade Teachers' Organization, Berkeley; The School Woman's Club of Alameda; Los Angeles City Teachers' Club; California Federation of School Women's Clubs.

* * *

SUGGESTIONS ALONG THE LINE OF REMEDIAL LEGISLATION FOR SCHOOLS

Resolutions passed by the Executive Committee of the California Grammar School Principals' Association, Central Section, November 4th, 1916 (V. H. Grimsley, Tulare, Chairman; J. E. Rodman, Parlier, Cal.):

I. A better set of text books. Books that are based on some systematic plan. Proposed text books to be submitted to teachers through the office of County Superintendent of Schools, and to be used in the class rooms in actual class room recitations and drills for an appreciable time, and to be reported on favorably by the teachers so handling the particular book or books before the State Board of Education is permitted to adopt them.

The State Board of Education to have amongst its members at least four (4) persons who have done actual school work in the public schools of California. Three (3) of these members shall have done primary and grammar school work.

II. No person to act in a supervising capacity in the primary and grammar schools without having done at least four (4) years of actual class room work in the primary and grammar schools of the State of California.

III. The law on text books and supplying pupils be so modified that it will make it possible for a teacher, when the exigencies of the situation demand it, or the local conditions justify it, that the teacher by and with the consent of the Board of Education be empowered to have the pupils provide themselves with the necessary books and supplies in order to carry out the present or local demands.

IV. To repeal the law prohibiting teachers from assigning home work.

V. To give greater protection to teachers in their tenure of position.

VI. Make the apportionment for average daily attendance twenty-five ($25.00) dollars per pupil per annum.

VII. Whereas the principle of the Initiative and the Referendum have been incorporated into the fundamental laws of the State of California,

Therefore, be it resolved by the California Grammar School Principal's Association of the Central Section,

That we favor the adoption of the principle of the Initiative and the Referendum in conducting the affairs of the California State Teachers' Association, through its Council of Education in all matters affecting proposed legislation dealing with the public school system of the State.

* * *

CONVENTION OF THE EASTERN GREGG SHORTHAND ASSOCIATION

The third annual convention of the Eastern Gregg Shorthand Association was held December 1 and 2 at the Hotel McAlpin, New York City. At the "Get-Acquainted" reception, Thanksgiving evening, a clever little Gregg play, "By Hooks and Crooks," was presented to an enthusiastic audience.

The president's address, by Dr. John F. Forbes, principal of the Rochester Business Institute, on "The Educational Value of Shorthand," was a scientific treatment of a subject that is now recognized as highly important.

Mr. Gregg's address, always an interesting feature, was on the power of shorthand to develop skill in the use of language and to promote the habit of concentration.

More than two hundred teachers were in attendance at the convention, and much interest was manifested.

The following officers were elected for the ensuing year: President, Mr. Freeman P. Taylor, Philadelphia, Pa.; first vice-president, Mr. Arnon W. Welch, East Orange, N. J.; second vice-president, Miss Sally Parker, Richmond, Virginia; secretary-treasurer, Mr. Walter E. Ingersoll, New York City.

* * *

CALIFORNIA STATE BOARD OF EDUCATION ADOPTS COMMERCIAL READER

Mr. Will C. Wood, Commissioner of Secondary Schools, Sacramento, Cal., has announced that he has received a favorable report from the expert readers in Spanish on MacDonald's Spanish Commercial Reader, published by Isaac Pitman & Sons, New York, and that this text will appear on the official list of high school text books for the State of California for the year 1917.

* * *

"Uncle Sam's Outdoor Magic," by Percy Keese Fitzhugh. Publishers, Harper & Brothers, price $1.25.

This is a story of "Bobby Cullen" with the reclamation workers. A thrilling story of adventure and romance in the desert country of the great southwest, and a book that every boy will enjoy reading.

* * *

BOOKS

Laws die, books never.—Lytton.

* * *

Books are embalmed minds.—Bovee.

* * *

Books—lighthouses built on the sea of time.—Whipple.

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THE ESSENCE OF THE TASK

"What a beautiful school you have, Mr. Brown! It strikes me as being more like a private residence than a school. You ought to be very happy here."

"Yes, you are right," replied Mr. Brown. "And I do count myself fortunate when I stop to look at the conditions under which I work. But I am usually too busy to take notice of my surroundings—the good points of architecture, the well-kept lawns, the trees, shrubs and flowers, and the charm of setting. My attention is taken up with problems of class instruction, course of study, discipline, athletics, entertainments, visitors, questionaires, reports to officials—county, state and government,—and agents eager to get rid of books, soaps and disinfectants.

"The means of work, the equipment, is helpful. One finds a real delight in the system and the orderly procedure of the machine, typified in the care-dispelling electric clocks.

"But the real heart of the school is not in any perfected—or nearly perfected—system of movement and control. The school is not a machine. I feel strongly that the real work here—the very gist and essence of it—is the same as it was in the smaller and less systematized schools in which I formerly taught. Here, as there, it is the personal equation that counts.

"I have to get acquainted with the teachers, to advise them and stimulate them. I have to know some of the pupils—if not all, the school is getting rather large now for the principal to know every pupil by name—so that I can say 'Good morning, Jones,' and 'How are you getting on with your algebra, Miss Young?'

"I have to smile encouragement to one, and suggest restraint to another. Tact, the touch of mingled gentleness and firmness, friendliness and dignity, with a vision that sees or does not see at discretion, all in accordance with the everlasting and unchangeable principles of truth and fair-dealing—that is the real job of each and every day, alike in a big school and in a small one.

"That is the essence of my work, as I see it and feel it. If I master it, if I keep myself—and others so far as possible—in touch with the fundamentals rather than the superficial details, all is well, the world is beautiful, and this school, in this particular spot, is the best ever.

If I fall short in this vital matter, that defect can not be remedied by any kind of material equipment, either present or additional, or by any change or refinement of system.

"The outward visible attractiveness of the school wins the approval of many. I appreciate it fully. But I want my appreciation and yours to hit on the right point, the inward motive power of interacting minds and hearts loyal to Truth in word and deed.

"Every teacher should realize constantly that there is no other power in the world—next to the Eternal Spirit—that can equal that of an upright, down-right, and all-right life; and that the pupils in their teens are at a stage in their development where they are keen to see and understand, and to accept or to reject the leadership of their professional teachers. For them, too, the outward show is not enough. They are not misled by it to any large degree.

"Hence the task of being genuine and of putting the emphasis in the teacher's work just where it belongs is suited to call out the best that is in one—if he but has the seeing mind and the sympathetic heart. And it is the same task all along the line from kindergarten to university."

By Frederick Perley Johnson

* * *

JUST A BED OF GREEN

Just a bed of green on the garden wall;
Just a bed of green, and that was all
To the passerby, but not to me,
For each twining arm held a memory.
—D. E. Smith.

221 North street, San Jose.

* * *

THOSE GUARANTEES FOR PERMANENT PEACE

By Edward Berwick

Both parties to the present world war claim they are fighting to obtain "Guarantees for Permanent Peace."

When President Wilson invites the neutral nations to a conference a first aid would be a precise definition of what "guarantees" are wanted.

Solemn treaties are mere "scraps of paper" when either party so lists; "sitting on bayonets" over conquered territory breeds passion for revenge; crushing cash indemnities keep alive that passion.

These all have been tried and failed!

Has any other method succeeded? Yes! Succeeded conspicuously!

Just over a century ago the Treaty of Ghent, the laughing stock of contemporary diplomats, closed the war of 1812 to 1814 between this country and Great Britain. no word was therein of any cash indemnity, of any cession of territory, or of what the war was about; nothing to humiliate either party; nothing to leave a sting to rankle and breed more war.

So far good! President Monroe went farther. He found the way to make peace permanent.

On April 28th, 1818, he proclaimed to this nation the signing of the "Rush-Bagot arrangement," by which a mutual disarmament was effected on our 400 mile northern boundary. No warships whatever were to sail the Great Lakes; and, by a further "tacit understanding," no additional forts and garrisons to be placed on the border.

What happened after the diplomats laughed? "He laughs best who laughs last!" The dove of Peace settled on that long line and has barely ruffled its silver wings in a century.

"Where nobody's loaded, nothing explodes!" And now the whole borderland laughs in limitless peace and prosperity under the only possible real guarantee of Permanent Peace—DISARMAMENT.

What America can do why not Europe?

America! Dreamer of Dreams! Be Destiny's Leader!

* * *

WHO AM I?

J. D. Brennan, Superintendent of the Western Division of the Southern Pacific Company, is the author of the following, which will be interesting to those who are opposed to English as a utilitary study:

Who Am I?

I am more talked of than anything else in America!
I am the autocrat of commercial interests!
I control the treasuries of the world!
I command the bank clearance!
I am as powerful as Ajax!
I can stop commerce!
I am supreme!
Rulers, and the common people alike
Take off their hats to me!
My aristocratic cousins, the luxurious Pullman car,
And the steel coach who in the past snubbed
Me, now crave my favors!
I am merciful!
I can help you, but
I lack energy.
You must supply that!
Left to my own efforts
I am inert and innocuous!
Energize me and you increase your bank account!
Stimulate me and the wheels of commerce revolve!

Who Am I?

I am the freight car!
I market your crops!
Load me promptly!
Unload me quickly!
Move me swiftly!
You will prosper ! !

* * *

GENEROUS OFFER FOR BOYS AND GIRLS

Last winter a book was published, entitled "Fairy Tale of the White Man," which gave an insight into the workings of the race from which we, the descendants of the white man, have come. The author, a member of Hayward Parlor, N. D. G. W., who was born in the mines and rocked in a gold-rocker for a cradle, has always yearned over the children, ever since she was a little mother to her own brothers and sisters who grew up in the High Sierras with mountains for their playground. She was born May 5, 1853, near Folsom, and her name was Ella Sterling Clark, but now she is Mrs. Mighels; to the children of her neighborhood she is "Aunt Ella." The first children who came to join her library in her own house, away back in 1910, are now grown to manhood and womanhood, and are earning their way, seeking their fortunes out in the great world, just as have done so many heroes and heroines of the many fairy stories which have come down to us. Those first children were remarkably bright and clever, and they helped her to write this story by the many questions they asked and the interest they showed in the subject. That is how the story came to be written.

"Where did our people of the white race first come from before they got to Europe?" was what started it and what finished it. Old and young enjoy reading this book together. Therefore, Mrs. Mighels does not want any county in the State left out from having a copy of this book somewhere in some home, in some family-group, to remember her by. In the list of Parlors of the Native Sons of the Golden West, published in The Grizzly Bear Magazine, are the counties, placed in alphabetical order. Mrs. Mighels announces that, for thirty cents in postage stamps, just to pay for the trouble of mailing, she will send to each county in that list a copy of the "Fairy Tale of the White Man," to the address of a girl or a boy recommended by any Parlor. One to a girl and one to a boy, so that each county in the State may be counted in. First come, first served.

The reason this is being done, is to convey an idea of what the white man really is, when faithful to his original nature. There is a wonderful constructive power that has been evolved by the working of the brain of the descendants of the Early Aryans by means of which civilization has reached its present stage of progress. But if the white man is unfaithful to his original nature, he loses that power and sinks into barbarism again.

When the Forty-niners came into California they were not content to let things go, and sink into the ways of lawlessness and misrule. No, they remembered the homes they had left behind them, and sent for their wives and families, or returned for the "girl they left behind them" and started a new home in the land of gold patterned after one of their own childhood days. "And the Pioneer Mother made a church around her knees," and soon after the churches with spires arose and the schools where the children were taught came into being, because of this constructive power of the brain of the white woman and man, together.

This is all told as if in a fairy tale—how it all first began—so that we know Una Materna stands for our own mother today, in her interest and concern for the children of our homes. For if the mothers of today should happen to be faithless to that trust reposed in them, everything in our beautiful land would soon go smash, and we should have no more country of the white man to preserve. It takes both the father and the mother, together, to keep this National safe, and the other nations of the other lands. Send for the book, and you can read it for yourself. Address Ella Sterling Mighels, 1605 Baker street, San Francisco, California.

THE LOS ANGELES CITY TEACHERS' CLUB

II.—Social Activities

By Wilhelmina Van de Goorberg

The territory of the Los Angeles City School District is so extensive that it is impossible for all the members of the club to meet together as frequently as they might do in a smaller place. It has therefore become the custom to hold one large formal reception early in the school year, to which all the teachers and officials in the department are invited. The club has usually this means to welcome a new superintendent, as was the case in our reception last month, which was held in honor of Dr. Albert Shiels. The three teachers' organizations of the city combined for this function. The affair was held at the Ebell Club House. There were about twelve hundred guests. There was music in the patio, but none within doors, where the talk and laughter was continuous. Mrs. R. J. Waters, of the Board of Education; Mrs. R. L. Craig, former member, and Mrs. Susan Dorsey, assistant city superintendent, poured coffee for us. The reception line consisted of the presidents of the three teachers' clubs and Dr. and Mrs. Shiels. There was a general sentiment that such gatherings create a better feeling and understanding, and that it was wholly due to the existence of a strong organization among the elementary teachers that such a large affair could be so thoroughly successful, so full of life and sparkle.

* * *

D. C. Heath & Co. have just published "A Midsummer Night's Dream. This is edited by E. K. Chambers of Oxford, and the American edition is edited by Edith Rickert. The general introduction and notes in this edition of Shakespeare are of especial value to the High School student.

"How To Use Your Mind," a psychology of study; published by J. P. Lippincott & Co., of Philadelphia.

This book has an interesting chapter on "Note Taking, First Aids to Memory, How to Reason, The Plateau of Despond, and Bodily Conditions For Effective Study." This is not only a helpful book for students, but a helpful book to teachers and others who have to awaken a new interest in their mind development.

* * *

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—Bacon.

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RECONSTRUCTION

Edited by Ednah Aiken

THE PARENT-TEACHER ASSOCIATION

A new specialization has been acquired by the word "parent." School usage and the evolution of an auxiliary school organization have narrowed its meaning into a synonym for "mother." The intention of these paragraphs is not to accent the fact of paternal indifference to schools. It were trite to the point of stupidity to comment on the vague interest the American father invests in the place where his children spend two-thirds of their day. A better time is on the way, indubitably, when the word "parent" will connote two genders. The community centre plan, carried into effect, will attract a virile and steady current to the school house doors. "Parent-Teacher Association" will then indicate paternal interest in the school period and the school plant, and a realization of their relation to the dream called "democracy."

THE UNION OF MOTHERS

Though it does not mount soapboxes, nor wave strident banners, the Parent-Teacher Association, or Mothers' Club is the most inspirational, fundamental and hopeful outlet of the feminist movement. Innocent of its feminism, unconscious except in rare instances of its tremendous mission, of its revolutionary potentiality, the organization moves clumsily along, uncouth yet as an unperfected machine, and attracting as yet unto itself no particular attention. Indeed, one of the most interesting features of the mothers' club idea is the little interest it attracts, from those not its recruits. Politicians, it goes without saying, have been noting its hop-vine growth. No politician could let such a beanstalk activity pass unnoticed and stay long what we choose to call a politician. For this ultra modern "union of mothers" is numerically the largest organization of women in the United States. Humble as is the most insignificant of these maternal societies, it claims respectful attention when it announces itself as one of the branches of its district federation, and, through its district federation, as one of the members of the state organization. In California this means a group of twenty-five to thirty thousand women of affiliated clubs, and is a progressing number. The unfederated clubs, and there are many, have no statistician. Boards of education are becoming accustomed or resigned to the importunities of the organization; and school teachers and principles are variously deaf and divergently hospitable to the new force besieging the doors of the once remote sanctuary of the school.

The various attitudes of principals and teachers are, it must be admitted, no more divergent than are those of the clubs themselves. When the mothers, in 1897, decided that the industrial revolution had given them leisured opportunity to share, as it were, their motherhood, they constructed a program broad as life itself, so broad that its most pressing need, then and now, is a comprehensive functioning plan which will focus the scattered activity. From the exhaustive "Aims and Purposes" of the Association, given below, one might easily choose one aim, the pursuance of which would inevitably lead to the focussing plan; and which would restore the lost gender to the word "parent": "To rouse the whole country to a sense of its duty and responsibility to childhood." We are coming to the point in our civic organization when we are ready to admit that the foundation is faulty of any governmental structure which allows hunger or cold or preventable disease to interfere with the process of child education. When we can turn that realization into a crusade, the Parent-Teacher Association will have achieved its destiny; it will know why it was born.

THE INSURGENT MOTHERS

Whether the Association will continue to push out through its many avenues, or whether it will find a focus in some national crusade, a campaign of lure and charm, and if the latter, just what sort of revolution this rapidly multiplying band of insurgents will mother when it loses its innocence and discovers its political and economic power, offers a broad field of speculation. Because, as has been shown, the Association specializes now in everything. Anything that effects or relates to childhood, to home, to school, is the province of the mothers' club, and where is the man or woman or emotion which cannot be made to be found related to a home, or a school, or a child? The program of the mothers' club is the program of life. But the focussing crusade waits yet for some militant prophet.

For as a chronicler of modern pyschological phenomena has observed: "Every step in the woman's movement is creative. There are no precedents whatever, not even bad ones. Women have been the great routineers—they have made heretofore practically no attempt to specialize, to co-operate. Today women are embarked upon a career for which their tradition is no guide. And the first result is of course a vast amount of trouble. The emancipated woman has to fight something worse than the crusted prejudices of her uncles; she has to fight the bewilderment in her own soul."

All women, other than the jelly-fish variety, flotsam of the great feminist current, find themselves fighting this impeding bewilderment. Like Columbus we face the uncharted waters of a great ocean, and whether we are to discover the ultimate edge of an already pre-empted rich India, or will attain a new and virgin continent, neither man nor woman knows. Yet, we too, ignorant and as undaunted, must sail on and on, because, primarily, going on suggests that we are going forward; and because fundamentally we are impelled by something stronger than our own momentum or volition, by the unrest which springs from a universal dissatisfaction with the conditions of life.

When we once discover that we are impelled by an external force, and that we are not ourselves impelling that force, our innocence must give way to scientific investigation; then, because the fact of our going is attributable not exclusively to ourselves, more rigorously we will demand of ourselves whither we are going; we will investigate more curiously our composite psychology, and our composite purpose. Has that purpose changed with the changing years? Is our crusade to be directed against the home? Or is the school the object of our attack? Or, last thought to occur to us, are we ourselves to be the object of the pruning? Not alone that inherited customs of home or school are to be taken away from us, but that comfortable self-satisfaction also to be amputated?

More than one outsider believes that for many years self-education is to be our unconscious activity. Were we by absorption or imitation to become equal to our children, were he to avert the almost universal maternal tragedy of our United States where the wish to advance the child makes the mother the inevitable victim of the process, the Parent-Teacher Association would accomplish no mean purpose. The mother however does not spend a term of years in academic study before discovering that something, she is not quite sure what, is amiss with the schools. Her child, in this school, is not getting what the child of a woman whom she met at the federation of clubs the other day, is being given. She does not have to know its profoundly planned design to know that she wants it for her own; and that she does not want to wait for it until her child's children are ready for their conscription. Or perhaps, the school building is inferior to that other she visited a while ago. With her club back of her, and the federation back of that, she proceeds to change conditions. And the "first result is a vast amount of trouble." Not being adequately prepared, she is apt to make mistakes; unless her associates are prepared, they are apt also to blunder. But the process itself is educative; so that when these discontents stumbling against a bad law feel impelled to amend our law which prevents an eight-year-old from having what eight-year-olds in other states are enjoying, the insurgents having learned the ropes proceed as calmly to change that law as they changed a system of ventilation or a backward custom of a school. The first result, a vast amount of trouble! Insurgents, though, do not mind trouble.

The "Informed Why"

One of the leading educators in a recent magazine article has limited the interfering power of the parent, feminine gender, to the asking of "an informed why." That the "why" is informed before or after its utterance is of less moment to the insurgent than that the "why" today is usually answered. Behind the "why" lies the fact of a mushroom organization, members of which connote power, threatens uncomfortable activity and a vast amount of trouble.

Women have been long in discovering that they help to pay the salaries of the teachers, that they help to build the schoolhouses, and thereafter to fill them. Time was when they listened with equanimity and respect to boards and principals who discoursed of "my schools." School men may be experts, specialists, but they are becoming, by discovery, government officials, subject to a popular recall—subject

to the will of insurgents who are ready to demand that their own shall inherit the kingdom of heaven on earth, and not year after next, but now!

Investigation finds many teaching specialists hampered and bound. The insurgents find that many like to be hampered and bound; they find others disliking the fetters, but fearful of losing the chance of a pension. There are hot chestnuts to be pulled off the municipal stove. More informing for that maternal "why," whereby the insurgents learn more lessons in city politics.

Having once burned their fingers, the Mothers' Club has learned its civic destiny, and is ready to change its name to Parent-Teacher Association. So when the focus is urged by school boards and school trustees upon the home, trouble is again brewing. The answer comes swiftly that the home is painfully private, and that it is unorganized. Who dares force herself into a home save an alien's and try to remodel it? Only by seeing to it that the children are being trained to make and to demand good homes can we make any effectual impress upon home-making. The time to teach scientific motherhood is before motherhood is a fact. A mother with her first or even second baby, is too busy experimenting to have time to reach the Mothers' Club even if the Mothers' Club had been able to discover her. She is discovered through the school; her first and second baby, ready for arithmetic, having given her name to the searcher of mothers' club recruits. The place that discovers her, claims her. She is perfectly willing to listen to lectures on best methods of feeding infants and of training them, though that information may be obsolete by the time she has an opportunity to practice on her grandchildren. But you can get her glowing by giving her a detail of school activity; something related to her immediate present. It may be the simple purchase of a victrola. It is for the place where Johnny is getting ready for the larger life; Johnny's civic home. Small wonder that one can always find willing fingers to be burned for the most insignificant chestnut! Small wonder that the informed why gets a trifle rough at times! For Johnny's youth won't wait. Herein lies the secret of the wonderful response to the first call to mothers of the miraculously growing membership. A club which has but one qualification of membership, that the universal one of motherhood, draws from an unfailing supply; and plays, it will learn increasingly, to an indulgent gallery. "To rouse the whole country to a sense of its duty and responsibility to childhood!"

The Social Centre

When boards of education insist upon being routineers, the insurgent mothers have discovered that they can enrich prescribed curriculum by use of the social centre. Joyousness may give color to a school day by the introduction of clubs, sewing clubs, cooking clubs, dancing clubs, perhaps installed by mothers. Child idleness, street loafing, emotional debauchery at movies may be combated without waiting for the slow process of legislation or public opinion. The temptations of the night life, it has been learned, may be lessened by keeping open the school at night; by the innovation of dancing classes, singing classes, and moving pictures with healthy throbs and legitimate excitation.

And incidentally they have discovered that they can restore to the word "parent" the missing gender. For the social centre expanding into the community centre sends out a lure to the father of the family. When this is accomplished in considerable numbers, and our schools become the democratizing centres politically and socially of its own district, we may consider ourselves started on the voyage of discovery which is to discover for us a genuine democracy.

* * *

THE WORK OF THE STATE AND NATIONAL CONGRESS OF MOTHERS

By Mrs. H. N. Rowell

The mission of the National Congress of Mothers and Parent-Teacher Associations is Child-Welfare in Home, Church, School and State.

The California branch, organized in 1900, has devoted its interest thus far largely to the two phases of the work last indicated.

For several years past the Home Department has received considerable attention, and there is now a glimmering of hope for the organization of parents' classes in churches.

However, the needs of the school press so insistently that these will probably engage to a large extent the thought and effort of our organization for some time to come.

Some of the measures that now occupy our attention are the following:

1. A Department of Education in the Federal Government. This would place a Secretary of Education in the President's cabinet, and put the physical, mental and moral advancement of the people on a plane as important as that of their material prosperity.

2. The bill before Congress to provide Federal aid for vocational education.

3. A movement to secure for California separate institutions for the education of blind and of deaf children, the entrance age to be three years in both.

4. To secure for the children of the elementary schools funds under the Smith-Lever Act.

5. To co-operate with the other educational forces of the state to secure more revenue for the elementary schools.

* * * .

MOTHERS' CLUBS AND PARENT-TEACHER ASSOCIATIONS

By Mrs. A. L. Whitman, President of the Second District Congress of Mothers

The call that was sent out nearly twenty years ago from a group of students of social conditions at Washington marked an epoch in our national life. In the belief that social betterment could never be brought about until there was a better understanding of the needs of the child and a greater knowledge of the best method of meeting those needs, mothers, fathers, legislators, clergymen, educators issued this ultra-modern appeal. Children, they felt, were slipping away from the restraints of the church, were losing too frequently the advantages offered by our free educational system, and disavowing, moreover, their obligations to the home.

Those who were surprised at the wonderful response to the call had not taken into account the keen maternal realization of inability to cope with the situation single-handed, nor the stimulus in the invitation which was also a promise of a large co-operation. The women came by hundreds, not alone from Washington, but from all the near-by states. The banquet hall of the Arlington Hotel, which had been arranged for the meeting was soon filled to overflowing, and the women were still instreaming. It was necessary to secure at once a larger place, and the largest audience room they could find was requisitioned for this wonderful inspirational meeting. That hall, too, was crowded. On the second day of the conference, the reception room at the White House was packed to suffocation when Mrs. Cleveland gave a reception to the mothers of the land, and from that wonderful convention the Mothers' Congress emerged. The organization which, more than any other, has aroused the nation to its sense of responsibility to the child.

The object of the National Congress as set forth in the constitution is to raise the standard of home life; to give to young and inexperienced parents an opportunity for enlightenment as to the physical, intellectual and spiritual needs of the child; to use systematic and earnest effort to establish parent-teacher associations in every school with these objects in view, and to distribute literature which would help to solve the problems of home-life; to secure better laws for the protection of blameless and dependent children; and to carry, in short, mother love and mother solicitude into all that concerns childhood.

That the twenty years have been profitable ones is shown by the protective legislation the association has endorsed and encouraged, and by the establishment of juvenile courts and the probation system, which always find ready assistance from the mothers' clubs. Mothers' pensions laws have been secured in many places, and support given to this movement wherever found. The effort is always to keep the helpless child with its mother and out of institutions. Perhaps the biggest achievement to the credit of the Mothers' Congress is the help it has given to the National Government in the distribution of literature of the Home Division of the Bureau of Education. The National Congress has maintained the clerical force which has sent out this literature, sometimes eight thousand calls a month being answered. It may be a young parent who needs pamphlets on the care and welfare of children; or reading courses may be asked for by young people who for some reason have been deprived of their educational chances; parental problems; home problems; all these are the province of this department of the Congress of Mothers.

The questions which confront the teacher are often identical with those of the parent, and this u nity of duty and responsibility has of late years changed the character and name of the local associations from mothers' clubs into parent-teacher associations. Teachers, because of their special training and experience in dealing with many children, can be of valuable assistance to mothers, and mothers, in turn, because of special knowledge of traits and disposition of the individual child, can greatly help the teacher to meet her problems, so that the mutual co-operation of parent and teacher is to be desired. The purpose of these organizations was not to interfere in any way with school management. Any sensible mother realizes that the teacher is under obligations to carry out implicitly the orders of official superiors. Changes in school management, she realizes, have to be taken up with those whose duty it is to arrange the system under which the teacher works.

From the start the organization has had the support of educators. Dr. G. Stanley Hall and Dr. P. P. Claxton, Commissioner of Education, Ella Flagg Young and others being on the national board of advisors. In this state, Mr. Edward Hyatt, superintendent of public instruction, has given the movement his warmest endorsement, while Dr. Margaret Schallenberger McNaught, commissioner of elementary education has been an enthusiastic supporter. At the last State Congress of Mothers' Convention at Santa Ana, the latter said: "I believe in Parent-Teachers' Associations. I tell my teachers: 'If the parents are very ignorant you ought to form a Parent-Teacher Association, because they need your help. If you do not, their ignorance will undo what you teach in school. If the community on the other hand is very intelligent, there must be there certainly a message for you. There are mothers who are college graduates and there are mothers who have what we call "common" sense, therefore we should have Parent-Teachers' Associations in order that the ideal of the school may be lifted as high as the homes of the community.'"

* * *

THE RELATION OF THE PARENT TO THE TEACHER

By Mrs. A. M. Tomlinson, President San Francisco District of Congress of Mothers

If the standing invitation for parents to visit the schools attended by their children was generally accepted, the result would be somewhat of a "visitation," as valuable time would be lost thru the courtesies extended to a visitor, and the consequent interruption of the class work.

Can we not all recall our own school days, when a parent came into the class room? The general excitement—each child scaning the countenance of his class mate, until the blush of the girl or the embarrassed expression of the lad, betrayed the relationship.

Parents should be acquainted, and well acquainted, with the teachers who have the children of the family in their care for so many hours of the day. Parents should cultivate the friendship of the teacher, invite her to a family dinner occasionally, and the mutual benefit will be invaluable. The teacher becoming acquainted with the home environment, is better able to understand her pupil, and the children knowing her to be a friend of mother's, will treat her as such. The teacher, being interested as a family friend, will give the parent information regarding the type of companion with which the child is fraternizing, to say nothing of the personal interest in the child's class room work.

The ideal relationship should be that of a large, happy family.

What better medium is there than the Parent-Teacher Club, where the visiting of the parent to the school can be done without the loss of time and interruption of work that the visit to the class room causes? Here the object of mutual interest can be discussed with some degree of satisfaction.

Many parents need to realize that the teachers are plain human beings, subject to the same frailities that are our common lot; are sometimes discouraged and weary body and soul, and an expression of sympathy and understanding helps them, as it does all of us, along the path of life.

Aims and Purposes of the Parent-Teacher Association

To carry the mother-love and mother-thought into all that concerns or touches childhood in home, school, church or state; to raise the standards of home life; to develop wiser, better trained parenthood; to bring into closer relation the home and the school that parent and teacher may co-operate intelligently in the education of the child, using systematic earnest effort to this end through the formation of mothers' clubs and parent-teacher associations in connection with public schools and elsewhere.

To promote the establishment of kindergartens and of laws which will adequately care for neglected and dependent children; to secure such legislation as will insure that children of tender years may not be tried in ordinary courts but that each town shall establish a juvenile court and special officers whose duty it shall be to so care for the child that he shall be rescued from rather than confirmed in evil ways.

To work for such probationary care in individual homes rather than institutions.

To give young people, ignorant of the proper care and training of children, opportunities to learn that which will enable them to better perform the duties of parenthood.

To promote high ideals of marriage and the maintenance of its sacredness and permanence.

To interest men and women to co-operate in the work for purer, better homes, in the belief that to accomplish the best results men and women must work together.

To rouse the whole country to a sense of its duty and responsibility to childhood.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of law-breakers and criminals.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in these aims is cordially invited to become a member and aid in the organized effort for a higher, nobler national life which can only be attained through the individual home.

State Yearbook

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MOTHERHOOD EXTENSION

By Mrs. Frank H. Harris

Before the days of compulsory education the public school and its functions were relegated exclusively to the realm of the pedagogue, who reigned therein supreme and unquestioned. The education applied to the child was accepted by the parent in the same spirit of blind faith and unchallenged confidence as was the prescription given by the family physician in terms of Greek or Latin or other unintelligible cipher. The educational sphere was held to be far beyond the ken of the average parent, and he did not presume to approach its problems even in thought, much less to pass judgment upon them.

But with the advent of our almost universal compulsory educational laws a gradual change has taken place in the mental fibre and caliber of the masses of the people, affecting especially their concept of the duties of the state to childhood, and the result is an ever-enlarging organization of mothers of the nation able to do intelligent thinking in fields outside the limited sphere of the home and of bread-winning, particularly those pertaining to the general welfare and all-round development of the child. In the widening and broadening of her mental horizon the mother's first step outward is naturally toward that other home of her child—the school. Her heart yearns to follow him there, to know first hand what conditions the state is providing for him, and to have the privilege of acquaintance and consultation with that other mother—his teacher. She longs to carry her over-shadowing love and protecting care into all the avenues of his life, and who could deny her right to this most vital one of them all outside the home itself? And little wonder if in the course of her pursuit of this object she begins to contemplate, then to investigate and finally to seriously consider the kind of education which her child is being compelled to take by the state. After all, is the state, the public educator, or the teacher as vitally concerned or affected by the child's mental food as is the parent? Should not the parent have somewhat of a voice in determining the quality of this food, particularly when approaching such momentous subjects as vocational, civic, military, physical and moral training? True, these are all outside the original three R fundamentals and "accepted" mechanics" of education, but in the clearer light of today are we not beginning to see that these are even more essentially fundamental than the three R's themselves?

The Mothers' Club and Parent-Teacher Association has come to contemplate and to ponder and to soberly study these and other equally important issues connected with our public schools. They come to assist and to co-operate with and to minister to the teacher and the child alike, and the righteousness of their function, springing out of a desire for the greatest possible welfare of the child, cannot be questioned nor its value overestimated.

* * *

AN OPEN LETTER

The following letter has been received by the Hygiene Committee of the Congress of Mothers and is being read at the various meetings of Mothers' Clubs and Parent-Teacher Associations:

Mrs. A. G. Edler, Chairman Hygiene Committee, Congress of Mothers.

Madam:—

Beg herewith to acknowledge receipt on November 20th, of your communication, wherein is asked an expression of opinion on the vexing question of whether or not children should be kept home from school for the first day or two when suffering from cold or influenza. In reply thereto permit me to state that sanitarians classify the following diseases as being spread from person to person through discharges of the mouth and nose: Poliomyelitis, infantile paralysis, tuberculosis, diphtheria, measles, scarlet fever, whooping cough, mumps, lobar pneumonia, cerebro-spinal meningitis.

The onset of these diseases manifests itself first by symptoms that are ordinarily classified as a cold or sore throat. If mothers generally could be taught that in these first few days lies the greatest danger, not only for the transmission of the disease to others, but by proper care and treatment of these early and premonitory symptoms the course of the resulting disease would be shortened, the death rate greatly reduced, and probably the child saved from chronic ailments of heart, kidney and lungs which only manifest themselves in the later periods of life.

We have come to look upon the acute diseases of childhood as important causative factors for the origin of many of these chronic conditions, and have also endeavored to instruct the public that it is not necessary for children to have these diseases if proper precautions are taken and that every child who escapes what was formerly called the inevitable diseases of childhood makes a stronger, healthier and better individual and from life insurance tables we are compelled to believe, a better and safer insurance risk.

The Board of Health has at this time a rule which it is endeavoring to enforce throughout all the schools in this city, as follows:

"All school children suffering from symptoms of coryza upon examination by the Division of Medical School Inspections, shall be excluded from attending school; before the child returns to school and within three days after exclusion, the school nurse shall visit said home and determine whether or not the child has developed measles, whooping cough, mumps, etc."

Relative to the second question in your letter, the matter of the loss to the school of children who are out longer than five days each year for sickness, I agree fully with your committee's findings, and believe that this law is vicious in that it penalizes the child; is very apt to cause conflict between the school authorities and the parents; may even unjustly result in loss of promotion, and it also penalizes the teacher who has no recourse and who is without fault in the matter. In view of the fact that public health supervision is well advanced in the State of California, and this applies even in those sections remote from the large centers, I believe that it would be proper and logical to change the existing law so that the school or school district shall not be penalized where absences can be certified to by a physician's certificate and vised by the local health officer.

Trusting this covers the subject matter in the manner you desire, I am,

Respectfully,
WM. C. HASSLER, M. D.,
Health Officer.

Postscript

Referring to correspondence had with you on the subject of the importance of recognizing and taking care of the early symptoms of coryza, colds, etc., in children, particularly those of the school age, I note in reviewing said matter that I have failed to bring out the definite statement to the Congress of Mothers relative to the importance of keeping home from school children who are indisposed as a result of the prodromal or acute symptoms that manifest themselves by coryza, or so-called colds. As stated in my previous letter, the first twenty-four or forty-eight hours will definitely determine the nature of the on-coming illness, and if properly cared for at that time, two results may be obtained:

First—Being the period of its most active infectivity to others, it prevents the particular contagion from spreading; and,

Second—Being properly cared for in the stage of the greatest activity of the organisms causing the disease, it usually mitigates the symptoms and shortens the period of disease. Therefore, it is of the greatest importance to give the child attention in this early stage.

May I ask you to impress this information upon all the members of the Mothers' Congress. It might be definitely stated that the Board of Health strongly urges all parents to keep out of school any child who is indisposed as a result of cold, believing that by so doing it will facilitate the control of communicable disease, have a greater influence upon the mortality rate, and be a factor of mitigating the symptoms of the course of the disease.

Respectfully,
WM. C. HASSLER,
Health Officer.

* * *

A Discussion of the Problem

Because, primarily, of our State law which penalizes the child and his school for unavoidable sickness, sickness which may in turn be traced to the exigency of the State law itself, there is everywhere found an unorganized, and sometimes an unanalyzed opposition to parental anxiety over the so-called "innocent" cold. Were coryza, or "cold" not a first symptom of many childish diseases, from measles to the dread infantile paralysis, other communities and States would not now be preparing to exclude or already excluding children as temporary suspects. The average, or one might say the above-the-average mother prefers to keep her child at home during this period of non-resistance, knowing by experience if not by doctor's warnings, that a day's care given in time usually aborts an incipient cold; and that, moreover, if the cold be a precursor of a more serious ailment, twenty-four or forty-eight hours' isolation might prevent the increase of the contagion. Almost invariably this act of maternal caution is met with opposition from teachers, even from those who have not yet fully realized that their desire to keep up the numerical strength of their class comes from the instinct of self-preservation. There are few teachers well-versed enough in the matter of child-health to know that a better yearly average of attendance may be attained by the practice of keeping colds and their owners out of the classrooms; or who know that scholarship is retarded by their negligence or skepticism. The statistics from outdoor schools prove that the indoor schoolroom is the breeding place of childish contagions, and that colds are the great retarders of child scholarship.

When the former census method was abolished, the idea of basing the new system on actual attendance was welcomed. In other words, California was willing, in matter of schools, to practice rigid economy, to pay only for what she actually gets. For the absence of any child, no matter how serious the cause, would bring to State or county or both a rebate of a few cents a day. Though the absence of one child for one day is such an insignificant loss as to be negligible, the absence of many children for several days, during the year becomes a sum which once returned to the State is not willingly relinquished. It is estimated that the State saves, from sick absences alone about $312,000 a year. The result does not bear business or ethical analysis. When absences in a class reach a certain stated figure, the position of the teacher is imperiled. The child's allowance is cut off, although the expenses incurred for that child, the "overhead expenses," run merrily on.

Country schools, especially, feel the burden of this law.

An attempt was made two years ago to convince the legislators that sick children were not truants, and that neither they nor their healthier schoolmates, nor their teachers should be penalized because of the thoughtlessness of a law which does not discriminate between deliberate truancy and authenticated cases of illness. Although the law was by action of the legislature of 1914-15, slightly amended by giving to each child in the State five days' grace, or the privilege to be sick at home for five days a year without causing a loss to his class or school, the burden was only slightly lifted. Even then the State refused to lose its saving of aggregated rebates, its approximated $312,000, and the separate counties had to meet the new problems unassisted.

It was hoped however by the proponents of the amendment that statistics would be gathered by the action of the amended law which forces county superintendents and teachers to distinguish between sick absences and truancy. When public opinion is roused by some dread epidemic, or by a scientific investigation, the allotted five days grace will be shown to be an absurd compromise; and at such a time the figures gathered by teachers and superintendents if it be found that they have properly obeyed the law, will become significant. The present icy terror which follows the words "infantile paralysis" may hasten the day of realization to both mothers and teachers, and stimulate a scientific investigation. For this swift reaper comes as does measles and mumps, with the innocent first symptom or "cold." We would urge all mothers and teachers to follow the foregoing of Dr. Hassler.

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THE SPRING VALLEY SCHOOL

An evening of exceptional interest and appeal was spent Friday evening by the members and guests of the Spring Valley Mothers' Club in the school auditorium. Following the custom of the club, the affair was planned to include and intrigue the interest of the fathers of the school children. Reports were made by the various alert departments of the club, and the retiring president, Mrs. Honigsberger, who has filled the position for two years with distinction and marked success, read her farewell message. Not the least charm of the evening's program was the enthusiasm and applauding interest of the principal, Miss Keating, who has been the moving spirit of this particular Mothers' Club. It is interesting here to note that it was Miss Keating who instituted in 1898 the first Mothers' Club in San Francisco, at the Bernal School where she carried on a vigorous organization of seventy-five members for her several years of Bernal school principalship. Three years ago, she helped to organize the present club at the Spring Valley, and has been most fortunate in the co-operation of her first president, Mrs. Scribner, and of her second, Mrs. Honigsberger, who leaves with a record which will be difficult for even so able a woman as the incoming president, Mrs. Samuel Birmingham, to live up to.

Following the business meeting, the program was given over to the committee who adjudged the prizes in the recent contest for the Rudolph Spreckels trophies. Mrs. Aiken, the chairman of the committee, introduced Dr. George M. Stratton of the University of California, whose topic was that of the competing essays: Good Citizenship. He was followed by the trophy winners, Miss Jessie Ruth Strathearn and Master Henry Maas, who read the essays which the Journal printed in the last issue. Miss Frances Jolliffe, member of the essay committee, made a graceful speech to the victors, including a personal plea that the tokens might be a constant reminder of the underlying reason of their possession; that the facts so clearly put forth in the winning essays might become principles by which to live and to help others live.

Mrs. S. M. Richardson closed the program with an appeal for co-operation from the club in the timely work of the American Neutral Conference Committee. Petitions for signatures were distributed and the members of the club added their names to this call of mercy.

Dr. Stratton, in brief, said: Good citizenship is not a negative state of being; it is a material activity, a constant struggle with evil conditions of our life. Men say that as long as men live, they will fight, to which assertion the genuine pacifist readily agrees. For real pacifism, like good citizenship, is neither quiescent nor negative. It is a fight from the day of the individual's initiation into either band to the day of death. The good citizen has to fight not only graft, false ideals of government and of personal success, inefficient laws, and badly administered laws and ordinances, but he must help to overcome obstacles of Nature herself. Waterways, canals, harbors, conservation of forests, all these things are the affairs of each citizen that today's resources may not be squandered, but conserved for the benefit of those citizens coming after. Good citizenship holds a lure to the child or man of virile mind when it becomes a war against concrete conditions. The public school as a factory of citizens has the stimulating opportunity to organize a school army trained to detect the lurking foe as well as the flagrant invader. Its opportunity rests in the hands of its teachers to make the warfare a compelling crusade; to take advantage of each concrete example; to put lure and charm into the daily warfare against our everpresent foes, disease, poverty, crime, and their begettor which is ignorance.

GRATTAN SCHOOL

A meeting of more than the usual interest was that of the Parent-Teacher Association of the Grattan School, Grattan near Cole Street, on Tuesday, December 12th. In the absence of the president, Mrs. Sherwood, Mrs. Frank H. Harris, former president of the Congess of Mothers, presided. Between three and five hundred women were present.

The program was drawn from the classwork of two teachers, Miss Holloway and Miss Murphy; a recitation by Lenore Carrasco and a debate by nine boys and girls, being followed with keen interest by the club members and their guests. The subject of the debate was: Resolved, That the women of the United States should be given the right to vote by a national constitutional amendment. The topic was handled in a manner creditable to far older debaters, and added glory to the class of Miss Murphy, who had obtained data from Washington. The debate was so unusual that a demand is being made for its repetition.

An address by Miss Agnes Regan, of the City Board of Education followed. Miss Regan paid a high tribute to the work done by the committee of the dental clinic and by the philanthropy department. A letter from Dr. Hassler of the City Board of Health was read, and his requests that children be isolated the first day of a cold discussed. Mrs. Harris gave a brief history of the work of the American Neutral Conference Committee, and urged the gathering of petitions.

Over three hundred members and guests were present, the Grattan being one of the banner clubs.

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* The letter of Dr. Hassler to the Hygiene Committee of the Congress of Mothers is given elsewhere in the Journal.

STATE NORMAL SCHOOL

The last regular meeting of the autumn term of the State Normal School Parent-Teacher Association was held on Friday afternoon, December 8th, in the school auditorium, the president in the chair. The topic for the day was Home and School. Mr. Wagonet of the Commission of Immigration and Housing, having for his subtopic "Taking the School to the Home," which covered the work of the Home Teacher, Mr. E. B. de Groot giving a report of the work of the Social Centre under the sub-title: Taking the Home to the School." Several vocal selections were pleasingly rendered by the pupils of the school, a three-part song, "The Shell," was especially commendable. Little Miss Werz gave a spirited interpretation of the favorite, "Wynken, Blynken and Nod," and Miss Vance, one of the student teachers, closed the program with Schubert's Ave Maria. Before adjourning to the children's lunch room for refreshments, Rolan Koenig, one of the pupils of the school, demonstrated a motor of his own making, the result of the laboratory freedom of investigation and invention which is one of the charms and assets of the Normal School elementary work.

Mr. de Groot gave a brief survey of the actual work accomplished in the social centres of San Francisco, with a short explanation and warning as to the reasons for failure. To attain healthy growth, social centres should be an outgrowth of desire on the school patrons, and of the members of the Mothers' Clubs; then they are super-imposed by a social centre enthusiast, the effort lasts about as long as the continued activity of the promoter. He sketched the plans of the community centres organizers, prominent among whom is Miss Margaret Wilson, daughter of the President. Miss Wilson presided last week, by the way, over a meeting of the General Federation of Women's Clubs at Detroit, and her subject was her favorite one, The Community Centre. There is no reasons, according to the speaker, why the social centre should not include activity for the children. Through the informed, organized activity of the members of a Mothers' Club, each school might have its own Junior Social Centre, planned and managed according to the individual needs of the special community by the mothers of the school. No better way to meet the problem of child-idleness or the lure of the sensational picture drama than by putting the so-called "private lessons" into the school, and by co-operation thus placing them within reach of the less fortunate children; and by the organization of sewing, embroidery, wood-carving or even "erector enthusiasts" clubs. The plan offers endless opportunities to the friend of childhood.

THE PARENT-TEACHER RITUAL

The student teachers of the State Normal School gave their beautiful and significant ritual of graduation, the Guild, on Thursday afternoon, December 14th, in the school auditorium. This exquisite ritual, and the manner of its rendering, make the semi-annual celebration worthy of a number all to itself, and will be made a feature of an issue in the spring when the dedication to teacherhood will be given, according to the custom, in the Greek Theatre, Berkeley.

THE BRYANT SCHOOL

Because of the approaching holidays, the regular meeting of the Mothers' Club of the Bryant School, Bryant Street and 22nd, was held on Thursday, December 7th, instead of the customary second Thursday. Mrs. Robert Taylor, the energetic president, president over the business meeting, no program being provided for the day. Reports were read and passed on, and Mrs. S. M. Richardson made a short address on the work of the American Neutral Conference Committee.

The following week, Wednesday, December 13th, the annual Christmas party was engineered by this active organization. A Christmas tree and a Santa Claus dispensing gifts to the teachers and principals and souvenirs and candy for the children of the school, were the characteristic features of the entertainment.

BAY VIEW SCHOOL

The Parent-Teachers' Association of the Bay View School, Bay View Street, near Pomona, held their regular monthly meeting on the fourth Thursday of the month. An address was given by Miss McElroy, the school principal, on "Things to Be Thankful For." Mrs. Mary Ashton is the president of this small but ambitious organization.

POLYTECHNIC HIGH SCHOOL

The Parent-Teacher Association of the Polytechnic High School, Frederick Street and First Avenue, held its regular session on Monday afternoon, December 4th, Mrs. J. M. Hamill presiding. Mr. Halton's Hawaiian pictures were shown in the auditorium, and the phonographic music was also Hawaiian in character. At the cafeteria where they later adjourned, the different athletic teams and the cadets of the school were the guests of the club, a Hawaiian flavor being given also to the refreshments which included sliced pineapple, pineapple juice and tea. The entrance fee for the pictures netted the club a comfortable sum which went into the phonograph fund.

On Tuesday evening, the semi-annual "Open Night" of the school occurred during the hours of seven to nine. Each department was open for inspection under the guidance or hospitality of the separate teachers. Over three thousand people examined the shop work, and the art work, and at least eighteen hundred of these waited for a later meeting which had been called by the Parent-Teacher Association. Mr. Addicott, president of the school, at the invitation of the president of the club, addressed the meeting, and spoke of the acute need for more adequate equipment, especially for the establishment of a practical department in electricity. The theoretic work is already covered. One thousand and fifty is the present enrollment of this flourishing school which draws its recruits from every quarter of the city, from the neighboring towns as well, and from every class of society.

COLUMBUS SCHOOL

The Columbus School Mothers' Club met regularly at the Columbus School, on 12th Avenue, between Kirkham and Lawton Streets, on Friday afternoon, December 15th. Dr. Harriet Randall Flanders of the State Normal School, was the speaker for the afternoon, her topic—"Correct and Incorrect Postures." Mrs. George Wale supplemented the address with an informal talk on the evils and dangers of high heels to the growing girl.

A special meeting was held on Friday the 8th, to discuss plans for the Christmas celebration at the school, which was enjoyed by pupils and teachers on the following Friday, December 15th, small gifts and souvenirs of fruit and candy being distributed to the pupils.

LAGUNA HONDA SCHOOL

The Mothers' Club of the Laguna Honda School, 7th Avenue, between Judah and Irving Streets, met on Wednesday afternoon, when a new president was elected, Mrs. James D. Warrack. The members enjoyed a spirited address by Mrs. George D. Shadburne of the Woman's Patriotic Universal Club which is unique in that it is being run without a president, by departments.

On Wednesday afternoon, December 13th, the new president entertained the members of the club at a tea at her home, on 6th Avenue, Sunset. The work of the Boy Scout was the topic for informal discussion.

SECOND DISTRICT CONGRESS OF MOTHERS

The Second District Congress of Mothers held its regular meeting on Friday, December 15th, at Santa Cruz. San Francisco, Berkeley and Oakland sent their representatives, among them being Mrs. A. L. Whitman, president of the Second District Federation, and Mrs. John

F. Sheehan Jr. An account of the meeting will be given in the next issue of the Journal.

McKINLEY SCHOOL

The Parent-Teacher Association of the McKinley School, 14th and Castro Streets, held a philanthropy meeting on Wednesday, December 6th. Miss Regan and Miss Jones of the Board of Education, were the guests of honor, and gave a graceful tribute to the work done by the women of the Mothers' Clubs, accenting the importance of the dental clinic work and that of the philanthropy department. Two automobile loads of clothing were collected for the philanthropy department, and a silver offering for the same purpose netted over twenty dollars. Mrs. H. W. Quitzow gave a brief outline of the work accomplished by her department, the philanthropic, and volunteered to outfit a boy of whom Miss Jones spoke and who though intellectually ready for graduation would lack suitable clothes unless the philanthropy department would stand sponsor for his needs. Mrs. John F. Sheehan Jr. made a plea for the gathering of signatures for the petitions being distributed by the American Neutral Conference Committee, and read with much feeling the appeal: The Way Out. Mrs. Edler read two communications from the City Board of Health which request the isolation of children during the first day of colds.

CALIFORNIA CONGRESS OF MOTHERS

The California Congress of Mothers and Parent-Teacher Associations held a called meeting of the State Executive Board on Wednesday, December 13th, to consider, primarily, the matter of endorsing H. R. 399 of the First Session of the 64th Congress, the bill to create in the Federal Government a Department of Education. The Board endorsed this bill, also a resolution approving the work of the Bureau of Immigration under its department of labor and employment.

SAN FRANCISCO DISTRICT OF CONGRESS OF MOTHERS

A meeting of all the presidents of the Federated Mothers' Clubs was held on Monday afternoon, December 4th, at the residence of Mrs. R. F. Marcum, the president of the Redding School Mothers' Clubs, and the corresponding secretary of the Congress of Mothers. The afternoon session was devoted to the remodelling of the constitution of the San Francisco District Congress. Miss Florence Musto gave a report of the work of the dental clinic and urged the completion of the year's campaign which necessitates the further sale of tickets for the dental film. Mrs. Frank Harris outlined the plan of the committee of the Conference of Neutral Nations and presented each member with petitions for signatures.

EMERSON SCHOOL

The Parent-Teacher Association of the Emerson School held its regular meeting on the first Wednesday of December. Mrs. Spencer, the principal, gave an informal address on the needs and work of the children of that school. The session combined both business and social activity.

DENMAN SCHOOL

The Parent-Teacher Association of the Denman School, Hayes and Pierce Streets, gave a Christmas party at the school on the afternoon of Thursday, December 14th. A Santa Claus dispensed goodies to the children and presided over the tree, which had been decorated by the mothers of the club. The exercises of the graduation class were held in the morning.

FREMONT SCHOOL

The day of meeting of the Parent-Teacher Association of the Fremont School, McAllister and Broderick Streets, was changed this month because of vacation inroads, to December 8th, when Dr. Abelson Eppsteen gave a talk on Health of Children. The address was followed by a play written by one of the club members, Mrs. Weinstock, called "Christmas Cheer," the pupils of the school carrying off the histrionic honors.

EDISON SCHOOL

The Parent-Teacher Association of the Edison School, Hill and Church Streets, Mrs. Will Smith president, met on the afternoon of December 7th, when the graduating class of the school assisted by other pupils managed a pleasing program of songs and recitation. At the previous meeting in November, the Hawaiian pictures of Mr. Halton were exhibited. This infant club, only seven months old, has already one hundred and five members, and ardent members, too.

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CAMPAIGN FOR SAFETY

The following suggestions for the promotion of "Safety First" knowledge and practice have been prepared by W. R. Humphries, President of the Safety First Association of California. It is suggested that the slogan for each week be placed on the black board, and that a short talk be given on the subject. The information here presented will have to be adapted to the different ages of the scholars, and a little discussion will help greatly in spreading the gospel of "Safety First."

Every school-room has its example of the result of carelessness, and the campaign for the conservation of human life must start in the schools of the State. Workers in the cause of public safety are devoting most of their time to the young and rising generation, and to these ends the co-operation of all interested in education is asked.

The good effect of safety instruction in the schools is felt in the home, reacting on the parents and thereby preventing thousands of accidents and casualties in the homes and in the streets.

During the next ten years at the present rate of population over 900,000 persons are under sentence of death by accident at some unknown period.

Mr. Humphries is preparing a text book on "Safety First" as applied to the children, and would be glad to receive suggestions and ideas from teachers. His address is: c/o Safety First Association of California, 415-416 Security Bank Bldg., Oakland, California.

Slogan for Week Commencing January 1—"Safety First"

Playing in the streets is risky; autos are so numerous, and some children careless. Play on the sidewalk, vacant lot or playground. There are over 200,000 autos in the State at the present time.

When crossing a street look both ways. If surrounded by vehicles and bewildered, stand perfectly still.

The auto industry is compartively new; carelessness as old as the hills. **Be careful; think and act "Safety First."**

Slogan for Week Commencing January 8—Safety First"—"Don't Play With Fire"

All fires, big and little, start in a small way. Matches and rubbish are two of the reasons for fires. A quarter million of dollars a day is lost in this country through fires. Be tidy about the school and in your home. Hundreds of fires are caused through untidiness.

On vacation, be careful of camp fires, thousands of beautiful trees are destroyed each year in California by forest fires.

Matches are responsible for a number of the fires. Don't play with matches. In 1827 John Walker of Stockton-on-Tees, England, invented matches, and it is estimated that the yearly consumption is 250,000,000,000.

Would suggest fire drill and talk on behavior during a fire.

Slogan for Week Commencing January 15—Safety First—"Get the Safety Habit"

Playing on railroad tracks, about cars, and walking along the tracks killed 6000 people last year. Never make the railroad tracks a playground. The first tracks which were wood were laid in the 16th century. The development of the steam railroad is ordinarily dated 1825, and in the North of England.

When crossing tracks be sure the way is clear. **Stop, Look, Listen.**

Think of what an accident means to you and your parents.

Slogan for Week Commencing January 22—Safety First—"Stop, Look, Listen"

These three words will be seen at every railroad crossing in America. This advice can be applied to your everyday conduct, as well as when crossing railroad tracks. If you are in a buggy or auto see that the driver stops, looks, and listens. All motormen driving street cars heed this advice. Hundreds of Californians meet death and disaster because they fail to stop, look and listen.

The driver of a locomotive or street car is unable to change the direction of the engine or car he is driving, so at grade crossings Stop, Look and Listen.

Slogan for Week Commencing January 29—Safety First—"Look Before You Leap"

Be kind to your playmates, animals and yourself. Play safe and think before you act.

Never touch or pick up wires at any time or place. Most of the electricity used in California is generated in the mountains by water power and brought to us over slender wires. Never touch wires in the streets, not even a telephone wire. It may have fallen over a high-power wire and to touch it would perhaps be fatal.

Electricity is a wonderful force. It was first used in 1876 for lighting purposes. At this time the arc lamp was demonstrated, and in the same year telephones were used. In 1879 Edison exhibited the first incandescent lamp.

Slogan for Week Commencing February 5—Safety First—"Better Be Always Careful Than Always Crippled"

All around us we see the effects of carelessness. Be careful in all things. Your studies, your play and, in fact, everything you do.

Hundreds of Californian children are hurt yearly by the lack of thought. Accidents dont' happen—they are caused.

Don't take chances, a minute's risk may mean a crippled lifetime, and the help of someone else to care for you all your life. Remember the slogan.

Slogan for Week Commencing February 12—Safety First—"Boost For Safety"

Many children ride bicycles and this lesson is for their benefit. Riding your bike without your hands on the handle bars is playing with danger. The smallest stone can turn your front wheel and perhaps throw you under a street car or auto.

Always ride with your hands on the bars, and never hang on to autos or street cars.

Bicycles were first introduced in the United States in the year 1877, and to Baron Von Drais, a Frenchman, is given the credit of inventing a machine for riding purposes—this in the year 1816.

Slogan for Week Commencing February 19—Safety First—"Roller Skaters and Coasters Take Care"

In California we skate and coast all the year around. Use care when skating; remember that the sidewalk is harder than your head. Skates were first used in the 14th century, and were made from a shin or rib bone. Skating and sleighing was originally a pastime associated with ice and snow. You should roller skate only on the sidewalk and coast on streets unfrequented by cars, autos and wagons.

Slogan for Week Commencing February 26—Safety First—"Be A Safety Scout"

Buffalo Bill (Col. Cody) was a scout for Uncle Sam in the days of the Indians, and his work was greatly appreciated by the Government of this country.

You can be a safety scout, and do good work for your State and country; yes, and for your parents and teachers as well.

A safety scout always bears in mind the value of human life and a sound body. He takes no risks to endanger his body or the life or limb of another person.

He is on the lookout for safety, on the street, indoors, on foot, in conveyances, and at all times.

A safety scout tries to do a good turn for safety every day. Be a safety scout.

Slogan for Week Commencing March 5—Safety First—"Better a Moment of Care Than a Month in the Hospital"

Never chase a ball across the street—autos, jitneys and street cars are numerous. Better spend a moment of care.

Street cars were first used in New York City in 1831. Costs 5c to ride on the street car, perhaps your life if you get hit by one.

Never board a moving car, and wait until it stops before getting off, when alighting face the direction the car is traveling. Don't hang on street cars or autos. It's against the law, and many children have been hurt by doing so.

Exercise a little care, and keep out of the hospital.

Slogan for Week Commencing March 12—Safety First—"Knowledge is Power"

What have you learned, and how have you used the knowledge gained regarding Safety First?

Write a 300 word essay and bring out the most important points regarding your safety, also tell in your essay the risks you are taking daily, which could be eliminated by the practice of "Safety First."

Do you ride your bicycle without your hands on the handle bars?

Do you cut corners?

Do you hang on to street cars or autos?

Do you play in the streets?

Think and act "Safety!"

Slogan for Week Commencing March 19—Safety First—"Watch Your Step"

Going home from school think about the autos, the trains, the street cars, and the risks of the street. Cross the streets at the intersection.

Watch your step, take your time, and help the younger children when on the streets. Sometimes an old lady, or perhaps a blind man, needs a little help. Be kind and courteous. The Romans were the world's greatest road makers, and the children of California want to be the best behaved children in the world as regards their conduct on the streets.

Be Careful! That's all there is in "Safety First."

Slogan for Week Commencing March 26—"Practice Safety Yourself; Others Will Follow"

* * *

TEN COMMANDMENTS FOR CHILDREN

Always Be Careful

1. Do not play in the roadway.
2. Play on the sidewalk or on the nearest playground or vacant lot.
3. Roller skate on the sidewalk, where vehicles cannot harm you.
4. Never chase a ball across the street.
5. Don't hitch on autos, trolleys or wagons.
6. Do not coast where trolleys or autos go.

7. Don't play around autos or touch any of the levers.
8. Never touch wires at any time or place.
9. Do not fear the policemen; they will help and protect you.
10. Never run behind a standing trolley car; there may be another car or auto approaching on the other side.

Children, please remember these simple rules, be careful, and watch your step.

SUNSET AT MONTARA
(By Harr Wagner)

The Kingdom of the Sea

I stood on Nature's balcony around the picturesque amphitheatre of Montara Mountain, with the sea and sky like a great curtain fronting me. The sun was going down. The sky was alive with a riot of rose-red color. Some passing clouds were aflame, and flung their golden after-glow to the triple peaks that notch Montara's highest rim. The sun was large. It was near. The illusion was so great that if you stood at the shore you could reach your arms across the rippling green waves and burn your hand in its fire. The sky-edge trembled in response to the waves, and made the color rest uneven on the water. A real ship on this painted ocean sent skyward its spiral column of smoke, and rested anchorless between the sun and shore. The dark, ascending column was fringed with gold. Then the sun slipped into the wafer, a half-moon of sun only rose above the dark-green sea. Then there was only a bit of crescent fire—the sun was down. I have seen the sun run an avenue of gold around the top of Popocatepetl; I have watched the gold on white as the sun companied with the peaks of Rainier; I have seen the icicles on the pines that crown the half-way summit of San Jacinto painted gold, like cathedral spires; I have seen the warm afterglow of the sun on the top of Shasta, that glittered like the porch to heaven; I have watched the great red, red sun, a huge bird of fire, sink to rest in the desert sands—but God never touched with brush a finer painting than the large green-and-gold curtain that hung in front of the peaks of Montara that evening I saw the sun go down.

TEACHERS RETIRED BY STATE BOARD

The State Board of Education placed seventeen teachers on the retirement list December 16. With the exception of six of these who come under the disability retirement clause, the teachers retired will receive the regular retirement salary of $500 a yar, having complied with the thirty years teaching requirement. The other annuities range from $250 to $466.66 in accordance with length of service. Total payments to retired teachers for the last quarter totaled $50,000. Teachers granted full retirement salaries are: Margaret F. Bannon of San Francisco; Charles Wesley Childs and Julia Dole of Oakland; Gertrude Groves of Stockton; Mary B. Killifer, Ella Robertson and Florence Simpkins of Los Angeles; Martha McHarry of Walnut Creek; Mary T. A. Mulgrew of Camanche; Robert L. Stockton of Bakersfield and Mary E. Teel of San Lorenzo. Retirement salaries on disability were granted to Roberta F. Craig of Vallejo; Fernanlo C. Kelly of Clipper Gap; Mary A. Leathers and Sarah A. Madden of San Francisco; Mabel Louise Nixon of Arcata and Calthea A. Vivian of Pacific Grove.

* * *

Robt. C. Root, Pacific Coast Secretary of the American Peace Society, and also Secretary-Treasurer of the California Peace Societies, has just returned from a flying trip to Ontario, Pomona, Pasadena, Los Angeles, Whittier, Hanford and Fresno, where he has been speaking in opposition to th eproposed law providing for compulsory military training in the public schools of California.

Committees were formed in Pasadena, Los Angeles and other towns to fight the proposed law. Many other towns have promised to organize in opposition to the unnecessary and objectionable measure.

Many Mothers' Clubs and the Labor Unions have promised to help in opposition to the proposed law.

The peace forces and their friends are preparing a bill for universal physical training—a far more fundamental and useful measure.

The Beacon News Column

The New Supplement to the **Sonoma County Course of Study** gives a prominent place to the Beacon Method.

Some of the other California Counties that have taken the Beacon Method either as an exclusive or optional method, or for supplementary use because of the excellent content found in the Beacon Readers, are as follows:

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Editorial Notes

Let us fold away our fears
And put away our foolish tears
And through all the coming years
Just be glad.
—James Whitcomb Riley.

"Peace on earth good will to me."

* * *

A Merry Christmas

The mint of language has never coined stronger or more beautiful words than "A Merry Christmas to You." There is a cheerfulness, a humility, a vision, a shrine, in the salutation.

A Merry Christmas to You.

* * *

The Legislation Committees.

The Legislation of California will soon be in session. The various associations will have so many special committees that a Senator and an Assemblyman are not supposed to do any thinking. They are the mere cogs in the wheel of the legislation machine. Fortunately, however, this is not true, and the legislation committee that appears with the idea that they represent this or that is sufficient to secure the enactment of laws will be badly mistaken. E. Morris Cox in his adroit way gives the impression that the California Council of Education has accomplished miracles for the teachers. The Council, however, has its limitation, and public sentiment must be created in favor of laws before they can be passed. The public sentiment today is back of the movement for improved conditions for the elementary schools. The High Schools have been favored the past ten years, and we have developed a splendid system of High Schools in California. We must now provide for a more efficient elementary schools.

The organizations of elementary school teachers must be on "The Watch Tower," as Ex-Superintendent Anderson used to say, or their interests will not be protected.

* * *

Military Training vs. Physical Education

The public sentiment, as soon as the immediate danger of war is over will be to conscript young men and women into the army of the physically fit. Ednah Aiken's idea should be emphasized, that as soon as a child enters the public school, its services for the state is begun. Preparedness to defend the rights and efficiency of American life, property, and ideals, is on. We prepare our boys and girls to fight, by a clear definite program of physical education. The idea is sweeping over the land today. New York, Pennsylvania, Ohio, and California are leading in this great movement of making our boys and girls physically fit and mentally fit to fight the battles of war and peace.

* * *

A Report

Will C. Wood, Commissioner of Secondary Schools, has submitted his report to the State Board of Education. He reports the following statistics in reference to his personal work:

Number of teachers' and trustees' institutes attended	28
Number of addresses given at institutes	55
Number of high school commencement addresses given	24
Number of teachers' conventions attended	11
Number of addresses given at teachers' conventions	19
Number of visits to high schools	113
Number of visits to state normal sch'ls	9
Number of visits to universities and colleges	14
Number of visits to other schools	16
Number of addresses given at mass meetings and club meetings	52

In addition thereto there are chapters in the book showing marvelous construction work along the lines of High School Library, County Library, Problems of the Small High School Taxation and Expenditure, and a very interesting plea for adequate support not only for High Schools but for elementary schools. Will C. Wood is certainly energizing the great construction work of the state.

* * *

SCHOOL WOMEN'S DAY AND LUNCHEON

Under the auspices of the California Federation of School Women's Clubs a School Women's Day and Luncheon was held at Stockton on Saturday, November 25th. The program follows:

Business Meeting—9:30 a. m., Hotel Stockton, Parlor A—Presidents of Federated Clubs invited to confer with Executive Board of California Federation of School Women's Clubs.

Professional Program—10:30 a. m.—(a) C. T. A.'s Service to the Teacher; (b) Social Service. Symposium. Five-minute talks followed by discussion. Speakers: Miss Agnes E. Howe, founder and first president of California Federation of School Women's Clubs; Miss Jessie Williamson, president San Jose School Women's Clubs; Miss Ida Bacon, president Fresno Club; Mrs. Edna Orr James, Fresno State Normal; Miss Margaret Strachan, president Sacramento Club; Miss Louisa Bray, president Kate Kennedy Club, San Francisco; Miss Rose Beaty, president Oakland Club; Mrs. M. M. FitzGerald, past president C. F. S. W. C.; Mrs. D. O. Castle, president of South San Joaquin Federation of Parent-Teacher Clubs; Mrs. H. N. Rowell, State president of California Congress of Mothers.

* * *

MargaretSchallenberger-McNaught, Commissioner of Elementary Schools, made a suggestion before the Elementary Principals Association on rural supervision, that is worthy of careful consideration. She advocates the use of one or more teachers in each Normal School spending several months each year supervising rural schools of adjoining counties. This would be of service to the local communities, of service on account of the new and valuable experience of the Normal teacher, and of value to the State at large.

* * *

Supt. Lawrence Chenoweth, who has done so much in the service for better schools in Kern County, held a splendid institute recently. Joe Wood and other instructors gave interesting and effective addresses. A rest room was provided and the Parent-Teachers Association aided in furnishing a cafeteria luncheon each day. Among the local teachers who made an address was Leland S. Martin of the Oil Center High School. Prof. Martin spoke on the duties of American citizenship and was frequently applauded. Mr. Martin has recently prepared for publication a book on "Stern Realities," which takes up the life of a university student and is of unusual interest. Miss Janie C. Michaels of Taft High School gave an interesting account of establishing a scholarship fund for high school pupils. She has also a book in press, and it will be published by the Harr Wagner Publishing Co. in February, 1917.

* * *

AVERAGE SALARY OF TEACHERS IN THE KINDERGARTEN, ELEMENTARY AND HIGH SCHOOLS

By Job Wood Jr.

The following tables will show the average annual salary paid teachers in the public schools of California, according to the work done. This is the first report to the office of the Superintendent of Instruction (Edward Hyatt) that gives the salaries in detail.

Kindergarten Schools

	Ann. Sal.
Supervisors of kindergartens (2 in the State)	$ 850.00
Principals of kindergarten schools (192 in State)	660.87
Teachers in kindergarten schools (349 in State)	588.77

Elementary Schools

Supervising Principals—	
Men (190 in State)	$1982.50
Women (157 in State)	1921.43
Principals—	
Men (429 in State)	1223.99
Women (737 in State)	970.05
Regular Teachers in Schools—	
Men (387 in State)	841.93
Women (10,835 in State)	868.98
Supervisors of Special Teachers of Subjects—	
Men (60 in State)	1537.91
Women (131 in State)	1409.60
Teachers of Special Subjects (Special Teachers)—	
Men (170 in State)	1040.20
Women (522 in State)	919.77

Note.—In many instances these special teachers do not teach all day, but one or two or three periods. Hence lower salary.

High Schools

	Ann. Sal.
Principals of High Schools—	
Men (264 in State)	$2104.22
Women (15 in State)	1574.00
Teachers in High Schools:	
Regular Teachers—	
Men (856 in State)	1455.85
Women (1697 in State)	1331.04
Special Teachers—	
Men (496 in State)	1295.49
Women (671 in State)	1271.70

A supervising principal is one who takes the place of a city superintendent in a school district in which there are more than one school building. A principal is one who has charge of a buliding, but teaches part of the time. He may not teach at all, but have charge of the school in one building.

The Presidents of the State Normal Schools appeared before the State Board of Education on December 12th and discussed a number of proposed changes in the course of study for Normal Schools.

* * *

Miss Olive Peterson, a teacher in the Modesto schools, who was sued for $4000 damages for "paddling" a fifteen-year-old boy, was ordered by the jury to pay the boy $40.00.

* * *

Miss Ellen Lynch, a graduate of the Chico State Normal, a young teacher of Solano, was killed on December 12th, by a train hitting the automobile in which she was riding.

* * *

Elmer E. Cave of Bellingham, Wash., is the new president of the W. E. A. Supt. Cave was formerly principal of one of the Alameda City Schools, and has forged ahead both in influence and salary, until he is recognized as one of the great educational leaders of the Northwest.

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Boards of Education, High School principals and every good citizen interested in school architecture and improvement of school buildings will be interested to know that we have secured Mr. W. H. Weeks, of 75 Post Street, San Francisco, to conduct a department on various lines of school architecture. Mr. Weeks is one of the most successful of architects in the West, and has originated and developed most of the new ideas contained in the later school buildings of California. It is stated on good authority that he has designed more of the new and marvelous school buildings than any other architect in California. Mr. Weeks has agreed to answer any question in reference to lighting, heating, ventilating, building material, conservation of capital in the building of school houses, suggested design, prevention of waste or anything in the building, and various other questions that the trustees may wish to know.

HARR WAGNER, Editor...

* * *

Defects

It is my purpose in editing this department of the **Western School Journal** to render assistance to those who may have problems to solve in connection with the school plan or equipment; to assist School Boards and others by advice, and by suggesting means to improve or correct existing defects in schools already built; to call attention to mistakes frequently made in planning and building the school that the School Board may profit by the mistakes of others. I propose to illustrate these articles by publishing the plans of the buildings criticised.

Every School Board confronted with the problem of erecting a school building must realize that upon their shoulders rests largely the success or failure of the undertaking. They are faced with the task of satisfying the various whims and demands of the taxpayer and the needs of the educators.

Essentials in Good Architecture

The building must contain all the essentials of up-to-date school house construction. It must be sanely constructed of enduring materials, that its maintenance will not unnecessarily burden the taxpayer; that all provisions for the safety of the teachers and pupils, who are to use the school buildings must be provided for them. Safeguards against fire or panic. Sanitary devices should be thorough, which will prevent disease. Should any of the essential things be overlooked in the construction, the trustees are responsible for lack of oversight. What the essentials of an up-to-date school building consist of will be enumerated by me in later articles.

Trustees Must Know

The trustee should post himself so that he may be qualified to act intelligently in connection with the planning of the work. The ignorance of many trustees in regard to the essentials of the school is appalling. Recently the Board of Trustees of one of our principal educational centers sent members to examine and report on certain schools in the southern part of the state. In their report they spoke very highly of certain schools built by one firm of architects. The buildings visited by them and praised by them had but one redeeming feature—they were pleasing to look upon. In the essentials of good school architecture they were ridiculous failures; almost every rule of lighting, safety, sanitation and economy was diregarded, and it was only the ignorance of this supposedly intelligent board which prevented them from noticing the most glaring and inexcusable mistakes. The architects responsible for these creations were employed by this board, largely on the recommendations of their committee, who apparently were ignorant of the first principles of school house construction. Lack of knowledge in school work on the part of the trustees has led to many costly mistakes and unsatisfactory construction.

The Importance of the Location

It is also my intention to write short articles on topics of interest in connection with the essentials of the modern school. Trustees must know that in the planning of the school the determining factors in the size of the school building are the site, the amount of money available, and the number and grade of the pupils to be accommodated. It is therefore quite essential that before the site is secured expert advice be called in, for many times the site chosen without due reference to the requirements frequently makes a satisfactory building impossible; such apparently minor matters as the directions from which the pupils come, the prevailing winds of winters, materially affect the layout and type of the building, and the equipment to be installed.

The Southern California Teachers' Association and various institutes of Southern California met December 18th to 21st. It was more than a meeting. It was a pageant, festival, riot of educational theories and pedagogical discussion and vast concourses of people. Dr. A. E. Wilson was the chief presiding officer, and Jerome Cross presiding secretary. An editorial discussion of the meeting will appear in the January issue. In the election of officers for the ensuing year, Miss Grace Stanly, of San Bernardino, was elected president over J. J. West of San Diego, the City Teachers' Club of Los Angeles, led by Miss Hodgkins, breaking the regular ticket put up by the nominating committee in favor of Mr. West.

Alice Rose Power, associate editor of the Western Journal of Education, and teacher in the Edison School, San Francisco, has been made principal of the Washington Irving School, San Francisco, by the Board of Education. Miss Power is the author of "Power's Graded Speller," compiler of "Poems for Memorizing," published by the Harr Wagner Publishing Co., and other books of great service to teachers. She has also devoted much time to the securing of wise and just legislation for the benefit of the elementary schools of the state.

* * *

A taste for books is the pleasure and glory of my life. I would not exchange it for the glory of the Indies.—Gibbon.

THE MACMILLAN COMPANY'S NEW LOCATION

The Macmillan Company has opened a new office and stock room, with complete shipping, billing and bookkeeping department, at 609 Mission Street, San Francisco. This company has taken the entire fourth floor of a corner building in the heart of the business district of San Francisco. It is the corner of Second and Mission Streets. Mr. T. C. Morehouse, the Pacific Coast manager, who is well known for his keen appreciation of art values, has fixed up the show rooms, the stock rooms and the office in a most artistic manner, and teachers and boards of education and librarians will find a copy of every school book published by the Macmillan Company here on display, and when we say a copy of every school book published by the Macmillan Company it means thousands of books, because the Macmillan Company has one of the largest and most varied assortment of books that are of service to the school in the United States.

Teachers will find a full line of supplemental books for elementary schools, for high schools, for colleges, and for universities. This move was made in order to give greater service to the school people of the state, and to keep in more intimate touch with them than was possible under the old system of maintaining only a depository. In this way all orders can be filled promptly. The company will also maintain an office at 257 South Spring Street, Los Angeles, where they will also keep a complete line of their books. Mr. F. E. Cobler, who has done splendid service both for the company and for the people of Southern California, will have charge of the Los Angeles office. Mr. T. C. Morehouse, the Pacific Coast manager, has gathered about him a competent and courteous crew of assistants, and John H. Beers, who is his associate in San Francisco and California field, Mr. P. A. Knowlton of Seattle, and Mr. P. M. Plamondon of Kelso, Wash., in addition to the full office force In view of the fact that school boards, purchasing agents, and teachers will secure extra discounts on account of this move, the Western Journal of Education feels that those interested in books are to be congratulated in this new forward move of the Macmillan Company.

* * *

The January issue of the Western Journal of Education will be devoted to school administration problems. The aim is to place a copy in the hands of every board of education in California, and to have it of value to every one who has anything to do with those interested in the public schools.

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Send us your dime for a year's subscription promptly, as the subscription price is to be increased to $1.00 per year. Mention that you saw our announcement in the Western Journal of Education, and if you are a teacher also kindly mention it, as we have some plans for teachers in connection with it.

THE ILLUSTRATED REVIEW

ATASCADERO, CALIFORNIA

EDUCATION NOTES

Will C. Wood has an excellent article in the N. E. Journal of Education on November 2nd, on "California High Schools." He comments especially on the Humboldt Evening High School of San Francisco and High School of Commerce.

* * *

The Bulletin of the Los Angeles City Teachers' Club of December 11th, is an interesting number. Miss Van De Goorberg has an excellent article on "Arithmetic."

* * *

The children of San Francisco are doing splendid work on "Thrift." The Bank of Italy is handling the funds, and the children are saving dimes and nickels. The lesson of Thrift is a good one, and it is conducted in San Francisco on an excellent basis. Seventeen thousand children have bank accounts with the Bank of Italy.

* * *

The Santa Clara Teachers' Institute adopted the following books for professional reading at the recent meeting: For High School Teachers—"Supervised Study," Hall-Quest, Mac.; "The High School Age," Irving King—Bobbs-Merrill Co.; "The Measure of Intelligence," L. M. Terman, Houghton Miff. For Grammar and Primary School Teachers—"The Measure of Intelligence," Terman, Houghton Miff. & Co.; "Rural Life and Education," Cubberley, Houghton Mif. & Co.; "The Supervision of Arithmetic," Jessup & Coffman, Macml.; "All the Children of All the People," Smith—Macmillan.

* * *

The Thirty-Fifth Kern County Institute was held at Bakersfield on November 27-28-29, 1916. Supt. Lawrence E. Chenoweth prepared an excellent program. The instructors were Prof. C. E. Rugh, University of California; Edward W. Hauck, Ph. D., Fullerton; Mrs. Esther H. Allen, San Jose State Normal; Job Wood Jr., Deputy State Supt. Public Instruction; J. E. Donaldson, Fullerton; Edna Orr James, Fresno State Normal; Elizabeth A. Keppie, Los Angeles State Normal; Mrs. Julia Babcock, County Librarian; Miss Gail Harrison, B. S. Teachers' College, Columbia University; C. L. Phelps, Fresno State Normal; Hon. Witten W. Harris, Assemblyman; Mrs. Paul Vander Eike, Bakersfield. A rest room was provided, and the Parent-Teachers Association aided in furnishing a cafeteria luncheon each day. Among the local teachers who made an address was Leland W. Martin of the Oil Center High School. Prof. Martin spoke on "The Duties of American Citizenship," and was frequently applauded. Mr. Martin has recently prepared for publication a book on "Stern Realties," which takes up the life of a university student and is of unusual interest.

* * *

Miss Janie C. Michaels of Taft High School, gave an interesting account of establishing a scholarship fund for high school pupils.

* * *

John D. Sweeney of Red Bluff wrote a splendid article for the Red Bluff Daily News on "Election Day. Not a Legal Holiday in the Schools."

* * *

Supt. A. P. Shibley held his institute at El Centro, Nov. 27-28-29. The following was the list of speakers: Miss Miriam E. Besley, Dept. of Education, San Diego State Normal School; Mr. H. G. Cotton, Division of Landscaping, University of California; Mr. B. H. Crocheron, State Leader of Farm Advisers and Agricultural Clubs, University of California; Mr. Paul I. Daugherty, County Farm Adviser, El Centro; Dr. Harold W. Foght, Specialist in Rural School Practice, U. S. Bureau of Education; Miss Rose Judson, Head Dept. of Music, San Diego State Normal School; Mr. Neil Locke, Secretary of Y. M. C. A. Imperial County; Mrs. Grace C. Stanley, Supt. of San Bernardino County Schools; Mr. J. F. West, Supt. of San Diego County Schools.

* * *

The County Librarians held a convention at Sacramento on December 7th. It was largely attended and some excellent addresses were made.

* * *

Los Angeles, Cal., has begun a campaign to raise the health standards of school children. A reorganization has taken place, and science and sociology have combined to improve sanitary conditions and prevent sickness.

* * *

The University of California Extension Class in Office Management meets every Saturday night at Room 312 Lick House, San Francisco. The Bulletin of The S. P. Co. advises its employees to attend these classes.

* * *

The Bay Council of Geography Teachers met Friday, December 15th, 8 p. m., at Bacon Hall, U. C. J. T. Allen spoke on "The Land of Greece," and J. A. Imrie on "Material for a School Museum."

* * *

Prof. William Herbert Carruth, author of "Each in His Own Tongue and Other Poems," and head of the Department of Literature, Stanford University, was given a dinner at the Sesuoia Club on Monday December 11th, in San Francisco. W. G. Hartranft presided during the evening, and rendered in a delightful way many of the choice bits of poetry by Prof. Carruth. George S. Douglas, the literary editor of the "Chronicle," paid a beautiful tribute to Prof. Carruth. Lisbeth Hobart Curtis gave an interesting personal observation of the "Garden of Allah." Ella M. Sexton was especially happy in her tribute to poetry. Harr Wagner spoke on the "Land of Dreams," and Warren S. Potter of Los Angeles, spoke on the growing appreciation of Western literature in the Southland.

* * *

Supt. Frank I. Cooper of Seattle has issued, under direction of the N. E. A., a bulletin on the waste in school house construction.

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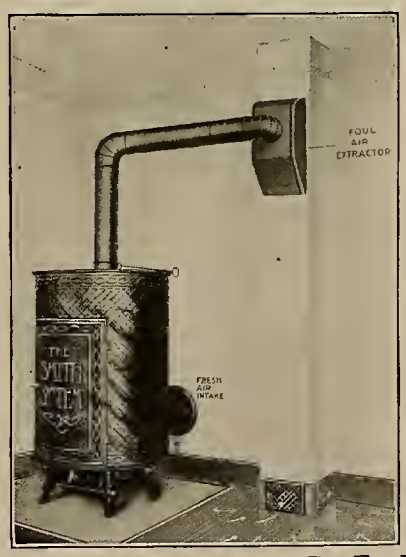

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* * *

That is a good book that is opened with expectation and closed with profit.—Alcott.

* * *

God be thanked for books. They are the voices of the distant and the dead and make us heirs of the spiritual life of past ages.—Channing.

* * *

In proportion as society refines, new books must ever become more necessary.—Goldsmith.

* * *

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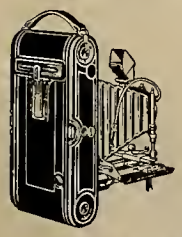

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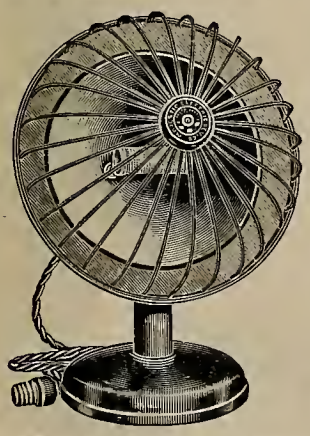

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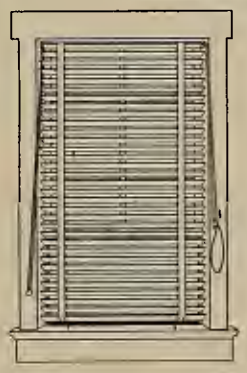

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